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ABSTRACT

On-site evaluation visitations were made to seven institutions participating in fiscal year 1974 Education Professions Development Act (EPDA) 553 and 554 cooperative arrangement programs under the auspices of the Illinois Division of Vocational and Technical Education. A three-part evaluation instrument was designed and administered to project participants and conferences and interviews were conducted with each project staff. Individual focus of the seven programs were as follows: administrative internship for vocational education teachers, an administration by competency program to train and certify votec program administrators, preservice training for secondary certification of health occupations teachers previously trained in some health profession, inservice for teachers of inner city disadvantaged youth, work training internship for secondary occupational education teachers, inservice correspondence courses for vocational/career education teachers, and inservice program on career education for elementary principals. (Major contents of this report consist of the seven individual project evaluations. Each includes project title, institution, project director, amount of funding, contract number, brief narrative description of the activity, list of participants, summation of evaluation data collected, and judgments concerning the activity including lists of strengths, limitations, perceived changes in behavior, and recommendations.) An overall evaluation of the seven projects and copies of the questionnaires are also included. (BL)

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ED145148

FINAL REPORT

Third Party Evaluation of FY 74 EPDA 553 and 554 Cooperative Arrangements

CONTRACT No.
PDT-A4-149

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 012 787

1. Title of Project: Third Party Evaluation of FY 74 EPDA 553 & 554 Cooperative Arrangements

2. DVTE Contract Number: PDT-A4-149

3. Project Director: Dr. Frederick P. Abel, Professor of Educational Administration, Supervision and Curriculum

4. Agency or Institution: Western Illinois University

5. Abstract:

Title: Third Party Evaluation of FY 74 EPDA 553 & 554 Cooperative Arrangements

Principal Investigator: Dr. Frederick P. Abel

Institution: Western Illinois University
Macomb, Illinois

Requested Budget: $4,770

Objectives of Project:

To evaluate FY 74 EPDA 553 and 554 Cooperative Arrangement

To furnish DVTE with five copies of a comprehensive evaluation of the EPDA program for FY 74

Procedures of Implementation:

1. Assemble and make arrangements for on-site visitation teams consisting of selected vocational and technical educators and administrators
2. Coordinate activities of the visitation teams during on site visitations and collate reports submitted by team members
3. Summarize evaluations of on site visitation team members
4. Summarize evaluation of the sub-projects as a final report document

Contribution to Vocational and Technical Education:

1. Determining the extent to which EPDA supplementary funds are being used effectively in improving personnel delivery systems for vocational education in Illinois by identifying strengths and limitations in the sub-projects and the total program will provide for building future success on proven procedures and should provide stimulation and direction to those involved in considering modifications and alternatives where improvement is indicated

2. There is a need to determine the extent to which significant changes are being made by the sub-projects in institutional procedures. Identification of and encouragement to "change agents" could be a by-product of this evaluation project.

6. Brief Narrative Description of the Activity

Seven on-site visitations were made to institutions participating in FY 74 EPDA 553 & 554 Cooperative Arrangements under the auspices of the Illinois Division of Vocational and Technical Education during the months of May and June 1974. Length of each visit (one to two days) and size of the visiting team (one to five) varied according to the scope of the project and the number of participants.

Availability of staff personnel involved in the projects and prospective visiting team members at times that coincided with the evaluation project director's schedule resulted in two one-day visits occurring on Monday, one one-day visitation on a Friday, three two-day visitations on Thursdays-Fridays and one two-day visit on a Friday and Saturday.

The evaluation project director was alone on two one-day visits and was accompanied by two, three or four qualified team members depending upon the scope of each of the remaining four projects.

Membership of each of the visiting evaluation teams was cleared with the DVTE office in Springfield prior to the visit.

Descriptive materials and an evaluation instrument were mailed to each visiting team member for perusal a week or more prior to the visit, and planning sessions were scheduled either for the evening prior to the visit or during and following breakfast on the first visitation day. In addition, team members convened during meals, late afternoons and evenings on visitation days to discuss their perceptions, questions and/or concerns and prior to the "exit conference" with staff.

Team members were encouraged to submit their written evaluative comments and recommendations prior to departure home on the last day of the on site visit unless additional visitations to training sights were arranged for en route home. In such instances, written reports were received within three days of the last visitation day.

The nature of the individual project determined the makeup and size of the visiting teams and two individuals were involved in two different visitations, thus providing for some comparative evaluation observations.

The degree of commitment and thoroughness of the inquiries in each case were noteworthy, particularly when one considers the fact that the team members were all full-time employed persons taking time off from positions at a busy time of the year to perform this professional service for the modest stipend of $75.00 per day. Although diverse backgrounds of preparation and experience characterized each team membership, general concensus of opinions evolved within ten to twelve hours of working together.

7. Participants in the Activity

Dr. Frederick P. Abel
Evaluation Project Director; Coordinator of On Site Visitation Teams, Professor of Educational Administration, Supervision and Curriculum, Western Illinois University, Experienced NCA, NCATE and DVTE Evaluation Visitation Team Member and Chairman (Cooperative Arrangements #'s 1, 2, 3, 5, 6, 8, & 9)

Mr. James Cadigan
Director, Pekin Area Vocational School, Familiar with this project and with companion project at ISU (Cooperative Arrangements #'s 1 & 2)

Mr. John Crumrine
Principal, Roanoke-Benson High School, An experienced North Central Association Visiting Team Member, with varied work experience background prior to becoming a school administrator (Cooperative Arrangement #3)

Dr. Bob Davis
Superintendent of Schools, Granite City, Illinois, Familiar with area, the University, etc. (Cooperative Arrangement #1)

Dr. Robert Jones
Superintendent of Schools, Lincoln, Illinois, Experienced evaluation team member and well acquainted with career/occupational education (Cooperative Arrangement #2)

Mr. Tony Nash
High School Principal, Macomb, Formerly H.S. Principal at Southeastern H.S. in Southern Illinois, Growing awareness of Vocational Technical Education complications (local area vocational school shares space and staff at Macomb High School (Cooperative Arrangement #1)

Mr. Floyd S. Rose
Rock Island, Illinois, Experienced Special Education Teacher, Junior High Teacher, "Store Front" School Teacher and Assistant Principal, Rock Island Junior High School (Cooperative Arrangement #5)

Mrs. Mary Lois Sherman
Chicago, Illinois, Experienced Elementary and Junior High teacher, Resident Coordinator of Student Teachers Chicago Area for Western Illinois University (Cooperative Arrangement #5)

Dr. Howard S. Smucker
Superintendent of Schools, Charleston, Illinois, Experienced evaluation team member and acquainted with career/occupational education (Cooperative Arrangement #2)

Mrs. Lorraine Summers
Springfield Area Vocational School, An experienced Health Occupations instructor with Registered Nurse Certification, acquainted with DVTE Three Phase Evaluation (Cooperative Arrangement #3)

Mr. Daniel G. Swanson
Manager, Vocational and Adult Education District #87, Bloomington, Illinois (Cooperative Arrangement #6)

Dr. Robert Synovitz
Chairman, Department of Health Sciences, Western Illinois University, Macomb, Illinois, Member of several advisory councils (i.e. O.S.P.I.) (Cooperative Arrangement #3)

Mr. Darwin Tinker
Assistant Director, Facilities Planning, Western Illinois University, Macomb, Illinois, Doctoral Student in Vo Tech Education at Indiana University, Experienced in general trades, had participated in team visit to EIU project (Cooperative Arrangements #'s 1 & 6)

The Evaluation Instrument

A three part evaluation instrument (see Section 8, Copy of Materials Developed) was constructed prior to the first visitation. Part I concerned eight objectives considered applicable to all such projects, according to Harold M. Byrom and Marvin Robertson in Locally Directed Evaluation of Local Vocational Education Programs.[1] Part II consisted of items based on the specific objectives of the individual project involved and Part III provided "open end" opportunities for participants and others to list and comment on, if they so desired, the strengths, limitations, extenuating circumstances, changes in personal behavior attributable to the project and offer suggestions or recommendations concerning the project.

When participants were readily available they were asked to complete anonymously the instrument and turn it in during or following the on-site conferences. In other cases instruments were mailed along with a covering letter and self-addressed stamped return envelope to individual participants. In smaller projects all participants were contacted by mail, while in the case of projects involving larger numbers of participants a randomly selected and presumably representative sample were asked to complete and return the instrument. Size of samples and methods of selection were detailed in evaluation reports of the individual project.

In retrospect the instrument proved to be of limited applicability although it did provide some structure to the evaluative efforts. The instructions were interpreted differently by different people. The instrument did not provide adequately for assessing human dynamics of personnel involved. These became apparent during the conferences but may not be adequately reflected in the written commentary.

During the visitation conferences attempts were made to ascertain the perceptions of both project staff and participants concerning the helpfulness and involvement of DVTE personnel as well as of that particular project.

Each project was reported on individually, reflecting the perceptions of the visitors. In addition, this overall evaluation is submitted, reflecting the perceptions of the evaluation project director upon completion of the on-site visitations and the preparation of the seven evaluation reports.

[1]Byram, Harold M. and Marvin Robertson. Locally Directed Evaluation of Local Vocational Education Programs. Danville, Illinois: Interstate, 1970.

8. Copy of Materials Developed

The four page evaluation instrument consisting of an instruct ons sheet; page one. The second page which consisted of Part I, objectives presumably applicable to all such vocational/occupational education activities and the fourth page, Part III the "open end" provision for listing of strengths, limitations, extenuating circumstances, perceived changes in personal behavior attributable to the project and recommendations were common to all seven projects evaluated. Part II (page 3) of each instrument concerned itself in each visitation with the objectives of that particular "Cooperative Arrangement."

For the sake of brevity and economy, only one of each of pages one, two, and four of the evaluation instrument is reproduced in this report. Seven "page 2's" reflecting the objectives of the seven projects evaluated appear in order (cooperative arrangements 1, 2, 3, 5, 6, 8, and 9) with identifying information.

FY 74 EPDA 553-554
EVALUATION

Directions:

Encircle the number alongside each question which best reflects your perceptions. If the question does not apply, or if you do not feel that you can respond merely proceed to the next item.

The first page, Section I, pertains presumably to all such projects generally. Section II addresses itself specifically to the objectives of this project. Section III provides an opportunity for you to indicate your perceptions better, more fully, or in another manner which could be helpfull to the project personnel.

Project #_____

Evaluation for DVTE
FY 74 EPDA 553-554

I. General Objectives
1 - Slight
2 - Cusory Some or Marginal
3 - Average
4 - Strong
5 - Extensive

Person Completing form
Director_____
Teacher_____
Learner_____
On the job supervisor
_____
Principal_____
Curric.Cood._____

Visiting Team D_____
A_____
TE_____
O_____

1.	To what extent is a degree of commitment on the part of local administration in evidence?	1 2 3 4 5
2.	To what extent do those involved demonstrate cohesive team effort?	1 2 3 4 5
3.	To what extent is there an active staff steering committee?	1 2 3 4 5
4.	To what extent is a citizen's committee functioning in an advisory capacity to staff?	1 2 3 4 5
5.	To what extent do leaders appear to have sufficient time to devote to leadership activities?	1 2 3 4 5
6.	To what extent are inservice research, training and evaluation activities in evidence?	1 2 3 4 5
7.	To what extent is open communications in evidence?	1 2 3 4 5
8.	To what extent are qualified consultants	
	(a) available?	1 2 3 4 5
	(b) utilized?	1 2 3 4 5

II. To what extent as a result of this project have you...

1.	Identified skills and knowledge needed by workers in a cluster of occupations related to your teaching assignment?	1	2	3	4	5
2.	Identified new and emerging occupations within that cluster?	1	2	3	4	5
3.	Identified personal skill and knowledge areas in which you were in need of up-grading in your occupational cluster specialization?	1	2	3	4	5
4.	Developed and implemented a personal plan for achieving competence in identified areas of need through "hands on" experiences?	1	2	3	4	5
5.	Developed and up-dated skills in your occupational area?	1	2	3	4	5
6.	Evaluated personal progress toward achieving professional technical development goals?	1	2	3	4	5
7.	Developed a plan for further action?	1	2	3	4	5
8.	Determined application of knowledge and skills gained for curricular modification of the occupational program(s) in your teaching assignment?	1	2	3	4	5

II. Objectives specific to this project

1. To what extent do you believe success has been achieved in developing the 157 competencies

1.1 by you?	1	2	3	4	5
1.2 by others?	1	2	3	4	5

2. To what extent do you think it is feasible to prepare in one academic year certifiable administrative personnel in this manner? 1 2 3 4 5

3. To what extent do you think employment as of September 1974 in vocational/career administrative positions is likely

3.1 for you?	1	2	3	4	5
3.2 for others?	1	2	3	4	5

4. To what extent have the procedures been appropriate for developing the 157 competencies on the part of

4.1 you?	1	2	3	4	5
4.2 others?	1	2	3	4	5

II. Objectives specific to this project

2.1 To what extent do you think you will complete the program by June 30, 1974? 1 2 3 4 5

2.2 To what extent have students completing the program been placed (secured employment) in health occupations positions? 1 2 3 4 5

2.3 To what extent to you believe the experiences you have had in the program have helped you--

2.3.1 increase your knowledge of health occupations information? 1 2 3 4 5

2.3.2 improve your skills in applying the knowledge in a meaningful way? 1 2 3 4 5

II. Objectives specific to this project

1. To what extent do you think your experiences in this project have helped you

1.1 become acquainted with the Illinois Model for Career Education? 1 2 3 4 5

1.2 become more aware of your students' career opportunities and "the world of work"? 1 2 3 4 5

1.3 become more knowledgeable and understanding of multi-ethnic differences? 1 2 3 4 5

1.4 attach more value to all cultural and ethnic heritages? 1 2 3 4 5

1.5 become more sensitive to culture-specific needs of your pupils? 1 2 3 4 5

1.6 dispell stereotypic racial and ethnic myths which distort interaction with minority and disadvantaged groups? 1 2 3 4 5

2. To what extent have your experiences in this project

2.1 provided you with resources which have helped you know better the ethnic, cultural and economic background of your students? 1 2 3 4 5

2.2 caused you to design and carry out specific, culturally relevant research projects in your classroom? 1 2 3 4 5

2.2.1 Have you shared these with
other teachers? Yes____ No____
project staff? Yes____ No____

2.3 caused you to feel committed to continuing year-round relationships

2.3.1 with minority and disadvantaged students? 1 2 3 4 5

2.3.2 with College of Education faculty at Roosevelt University? 1 2 3 4 5

II. To what extent as a result of this project have you...

1.	Identified skills and knowledge needed by workers in a cluster of occupations related to your teaching assignment?	1 2 3 4 5
2.	Identified new and emerging occupations within that cluster?	1 2 3 4 5
3.	Identified personal skill and knowledge areas in which you were in need of up-grading in your occupational cluster specialization?	1 2 3 4 5
4.	Developed and implemented a personal plan for achieving competence in identified areas of need through "hands on" experiences?	1 2 3 4 5
5.	Developed and up-dated skills in your occupational area?	1 2 3 4 5
6.	Evaluated personal progress toward achieving professional technical development goals?	1 2 3 4 5
7.	Developed a plan for further action?	1 2 3 4 5
8.	Determined application of knowledge and skills gained for curricular modification of the occupational program(s) in your teaching assignment?	1 2 3 4 5

II. Objective Specific to this project

Please respond as best as you can to those parts that apply to you.

1. How many lessons have you completed?_____

2. For Elementary School Teachers - To what extent has each lesson:
   2.1 helped you better understand what career education is?

1.	Lesson 1	1	2	3	4	5
2.	Lesson 2	1	2	3	4	5
3.	Lesson 3	1	2	3	4	5
4.	Lesson 4	1	2	3	4	5
5.	Lesson 5	1	2	3	4	5
6.	Lesson 6	1	2	3	4	5
7.	Lesson 7	1	2	3	4	5
8.	Lesson 8	1	2	3	4	5

   2.2 helped you learn how to introduce career education into the elementary school?

1.	Lesson 1	1	2	3	4	5
2.	Lesson 2	1	2	3	4	5
3.	Lesson 3	1	2	3	4	5
4.	Lesson 4	1	2	3	4	5
5.	Lesson 5	1	2	3	4	5
6.	Lesson 6	1	2	3	4	5
7.	Lesson 7	1	2	3	4	5
8.	Lesson 8	1	2	3	4	5

3. For Vocational Teachers - To what extent has each lesson:
   3.1 helped you know how to select materials and topics to include in your teaching?

1.	Lesson 1	1	2	3	4	5
2.	Lesson 2	1	2	3	4	5
3.	Lesson 3	1	2	3	4	5
4.	Lesson 4	1	2	3	4	5
5.	Lesson 5	1	2	3	4	5
6.	Lesson 6	1	2	3	4	5
7.	Lesson 7	1	2	3	4	5
8.	Lesson 8	1	2	3	4	5

   3.2 helped you know how to present materials in your teaching?

1.	Lesson 1	1	2	3	4	5
2.	Lesson 2	1	2	3	4	5
3.	Lesson 3	1	2	3	4	5
4.	Lesson 4	1	2	3	4	5
5.	Lesson 5	1	2	3	4	5
6.	Lesson 6	1	2	3	4	5
7.	Lesson 7	1	2	3	4	5
8.	Lesson 8	1	2	3	4	5

II. Continued.

3.3 helped you know how to evaluate your pupil performance?

1.	Lesson 1	1 2 3 4 5
2.	Lesson 2	1 2 3 4 5
3.	Lesson 3	1 2 3 4 5
4.	Lesson 4	1 2 3 4 5
5.	Lesson 5	1 2 3 4 5
6.	Lesson 6	1 2 3 4 5
7.	Lesson 7	1 2 3 4 5
8.	Lesson 8	1 2 3 4 5

II. Objectives specific to this project

1. To what extent has this experience added to your commitment to the career education concept? 1 2 3 4 5

2. To what extent has this project increased your awareness of available curricula and materials on Career Education? 1 2 3 4 5

3. To what extent were means for incorporating career awareness into school curriculum demonstrated? 1 2 3 4 5

4. To what extent have you become informed of the availability of DVTE reimbursement programs? 1 2 3 4 5

5. To what extent have you become informed of the services available at the Illinois Curriculum Materials Center? 1 2 3 4 5

III. Summary Observations:

1. Comment briefly on what you perceive to be the major strengths of this project.

2. What extenuating circumstances (if any) seem to be influencing results of this project?

3. What do you perceive to be limitations (if any) of this project?

4. What changes (if any) in personal behavior have you noticed that you can attribute to this program?

5. What recommendations or suggestions do you have to offer with respect to this project?

EXAMPLE OF
COVERING LETTER

RE: Career Education Workshop Evaluation
DVTE Project #9

Dear :

As you may know, one of the requirements in federally funded projects is an "impartial, third party evaluation." I am coordinating that evaluation -- your name was drawn in a randomly selected sample to respond on the enclosed instrument.

Your responding in a forthright and immediate manner will be deeply appreciated. A self-addressed, stamped envelope is enclosed to facilitate your doing so.

Realizing that the timing may well be inopportune for you, the DVTE and I will be doubly greatful for your cooperation.

Best wishes

Sincerely,

Frederick P. Abel

FPA/k

Enclosures

9. Summation of Evaluation Data Collected

In general, project participants and personnel were in agreement concerning strengths, limitations and recommendations for continuing and/or improving the projects. The projects that were of longer duration (i.e. 9 months or more as opposed to one-day workshops) ellicited stronger agreement as to the effectiveness of the project activities.

Participants frequently expressed appreciation for the opportunities afforded them through the "cooperative arrangements" and with few exceptions indicated that their own involvement and that of others, was highly dependent upon the financial inducements (stipends, tuition waivers or other benefits such as travel cost reimbursements) associated with the projects.

The most common "limitation" or "extenuating circumstance" concerned the late start due to delayed implementation which seemed to characterize most of the cooperative arrangements.

Participants who more fully met criteria for selection tended to react to and perform more effectively than did those "recruited to help fill the quotas."

Without exception, those participants who had been involved in DVTE Three Phase Evaluation visits considered that experience the most significant and valuable of the activities in which they had been involved.

None of the participants indicated that too little was expected of them. A substantial majority stated that the activities and requirements were very, if not overly demanding. Concensus among participants was that if it were not for the financial encouragements, neither they, nor most others, could or would participate.

Budgetary restrictions were recognized by participants and staff as deterrants to involvements and activities that offered promise of enhancing the more widespread realization of project objectives.

Widespread awareness of difficulties involved in modifying institutional procedures seemed to occur, and sincere appreciation was expressed for the extent to which institutions could and did respond to their (and societal) needs.

Participants and staff alike expressed admiration for and appreciation of efforts in their behalf on the part of DVTE personnel. No negative reactions or criticisms surfaced except for a wish for more "hands on" availability of curriculum materials presumably available from the Curriculum Materials Laboratory. Being shown such materials by instructors was not enough.

10. Judgments and Recommendations

It would appear safe to conclude that to a remarkable extent the DVTE Cooperative Arrangements have been successful in stimulating change in personnel and institutions in acquainting educators with the Illinois Model for Career/Occupational Education, in providing help and materials for improving curricula for youth in the schools and in developing instructional leaders with awareness and skills long overdue and badly needed in our society.

To the end of facilitating more widespread recognition, support and utilization of the positive aspects of these cooperative arrangements the following characteristics and/or perceptions are submitted for consideration

1. Strengths

Personnel In each of the projects visited and evaluated there were unique, dedicated and resourceful personnel involved

Institutional Flexibility to varying degrees, was revealed wherein procedures, some of long standing, were modified in order that project implementation could be affected.

The Division of Vocational and Technical Education is highly regarded as a viable force for significant curricular revision in the public schools

2. Extenuating Circumstances

2.1 Late implementation of many of the "cooperative arrangements" was widely recognized as a deterrant to
2.1.1 adequate and/or appropriate staffing
2.1.2 recruiting participants who fully met the criteria

2.2 Budgetary restraints (either because of limitations in the project design or the feeling that auditors were "on backs") tended to serve as deterrant to procedures thought to have promise for more successful realization of objectives

2.3 The presence of some individuals as participants who did not satisfy the criteria for selection tended to impede success in objectives being realized

2.4 The time factor tended to preclude as extensive development and utilization of "advisory councils", as would be expected in activities of this nature

3. Limitations of this evaluative report

3.1 The time of the year (end of the term for most of the instructors) scheduled for the on-site visitations resulted in a feeling of being "rushed", under undue pressure on the part of participants and staff.

3.2 The instrument developed for use in ascertaining perceptions of participants and staff involved in the various project was not as refined, and thus not as effective as would be essential for a more sophisticated evaluation

3.3 The responses on the instruments submitted by participants and staff were not subjected to analysis by any statistical tools; thus, conclusions drawn from the tabulation of responses may be subject to question

3.4 Delays in refining post visitation notes may have resulted in some "loss" in terms of accurately describing the activity

3.5 The scope of the overall evaluation of the seven cooperative arrangements which were rather diverse in nature does not lend itself to detailed analysis. Thus it can at best be more general than specific

4. Changes in personal behavior that could be attributed to the projects

4.1 Administrators who were or became acquainted with the various "Cooperative Arrangements" were supportive of the activities as understanding increased the administrative support became greater

4.2 Despite the nature of the activity, participants seemed to express greater appreciation for "individual differences", for inter-personal relationships skills development, and for considering alternative strategies in better responding to pupils individual needs

4.3 Projects involving inter-departmental cooperative activities in colleges and universities fostered significant attitudes modification among staff and student participants. Both groups tended to value this tendency highly

4.4 The inspiration from others (both participant and staff) stimulated activities and willingness to persevere, "going above and beyond" in individuals. Many reported that they found reserves of energy to draw on that they did not know they possessed

5. Recommendations

5.1 Concerted effort is needed prior to and throughout projects such as these in informing administrators and other support personnel of the objectives of the activities and progress being experienced in realizing the objectives.
Note: There seemed to be a direct relationship between degree of administrator knowledge of the project and the degree of administrative support.

5.2 Resourceful persons need to address themselves to communicating with auditors and others with fiscal responsibilities in such a manner as to establish procedures and guidelines that enhance, rather than delimit or preclude creativity. As a step toward this end DVTE might well seriously consider convening project directors and "fiscal officers" for "think tank type" discussion so that more viable alternatives to responding to societal problems will be encouraged

5.3 Funding periods might appropriately differ from "fiscal years" in order that present "school calendars" can be better accommodated. A three to six months "lead time" in most of the projects reported on here would have conduced
5.3.1 better staffing
5.3.2 better participant recruiting
5.3.3 better participant evaluation
5.3.4 greater realization of the project's objectives
5.3.5 the establishment and utilization of advisory councils

5.4 Continued financial inducements are clearly indicated as our society continues to seek and implement more viable means of adequately supporting education. Most school districts are understandably loath to take on additional financial obligations at this time

5.5 Periodic follow-up studies of participants in these projects are recommended, in order that
5.5.1 expressions of such interest in the participants continual development will conduce or renew commitment to sustained self-improvement efforts

5.5.2 periodic reminders will serve to stimulate reflective thinking, conducing awareness and appreciations taking on greater meaning with new experiences which may reinforce or refute previous convictions

EPDA Contractual Activities FY 74

1. Title of Project: Third Party Evaluation of FY 74 EPDA 553 & 554 Cooperative Arrangements

2. D.V.T.E. Contract Number: PDT A4 149

3. Project Director: Dr. Frederick P. Abel, Professor of Educational Administration, Supervision and Curriculum

4. Agency: Western Illinois University

5. Abstract: An evaluation of FY 74 EPDA Cooperative Arrangement #1

   Title: Occupational Education Administration Training Phase

   Institution: Southern Illinois University - Carbondale
   Carbondale, Illinois

   Project Director: Wayne S. Ramp

   Amount Obligated: $70,000

   Illinois Contract: PDT-B4-074

   Brief Descirption: An administrative internship for 13 vocational education teachers training for vocational/career education leadership positions

6. Narrative

Prior to the visitation the members of the visiting team were mailed copies of the abstract, selected descriptive material from the contract, proposed evaluation instruments and procedural suggestions.

The on site visitation began on Thursday night, June 27, 1974 and continued through Saturday afternoon, June 29, 1974.

All of the thirteen participants in the project were interviewed individually by at least one member of the visiting team, and all were given a copy of the instrument to complete (anonymously) and submit.

The following members of the project staff were also interviewed: Mr. Wayne S. Ramp, Project Director; Mr. James C. Parker, Assistant Project Director; Mr. John L. Bradley, Research Assistant; Mr. Dennis R. Fancher, Research Assistant; and Ms. Susan E. Lynskey, Secretary.

Thirteen participants completed and submitted an evaluation instrument.

The responses on the instruments were tabulated and written comments (if any) were analyzed.

Visiting team members perused materials on hand (consultants reports, follow up studies, etc.) and the responses on instruments and submitted written reports using the following format.

Strengths
Extenuating Circumstances
Limitations or areas where improvement is indicated
Conclusions and recommendations

An "exit conference" was held with staff members and the visiting team during which preliminary evaluation comments were aired. "Open discussion" provided for correction of possible misinterpretations and reaffirmation.

7. Participants in the Activity: Evaluation Visitation Team Members

James Cadigan
Director, Pekin Area Vocational School
Familiar with this project and with companion project at ISU

Dr. Bob J. Davis
Superintendent of Schools, Granite City, Illinois
Familiar with area, the University, etc.

Mr. Tony Nash,
High school principal, Macomb, formerly H.S. Principal at Southeastern H.S. in Southern Illinois
Growing awareness of Vocational Technical Education complications
(local area vocational school shares space and staff at Macomb High School)

Mr. Darwin Tinker
Assistant Director, Facilities Planning, WIU
Doctoral Student in Vo Tech Education at Indiana University
Experienced in general trades, had participated in team visit to EIU project

Dr. Frederick P. Abel
Evaluation Project Director; Coordinator of On Site Visitation Teams
Professor of Educational Administration, Supervision and Curriculum
Western Illinois University
Experienced NCA, NCATE and DVTE Evaluation Visitation Team Member and Chairman

8. Copies of materials developed for the project
(see attached evaluation instrument)

FY 74 EPDA 553-554
EVALUATION

Directions:

Encircle the number alongside each question which best reflects your perceptions. If the question does not apply, or if you do not feel that you can respond merely proceed to the next item.

The first page, Section I, pertains presumably to all such projects generally. Section II addresses itself specifically to the objectives of this project. Section III provides an opportunity for you to indicate your perceptions better, more fully, or in another manner which could be helpfull to the project personnel.

Project #_____

Evaluation for DVTE
FY 74 EPDA 553-554

I. General Objectives
1 - Slight
2 - Cusory Some or Marginal
3 - Average
4 - Strong
5 - Extensive

Person Completing form
Director_____
Teacher_____
Learner_____
On the job supervisor _____
Principal_____
Curric.Cood._____

Visiting Team D_____
A_____
TE_____
O_____

1.	To what extent is a degree of commitment on the part of local administration in evidence?	1 2 3 4 5
2.	To what extent do those involved demonstrate cohesive team effort?	1 2 3 4 5
3.	To what extent is there an active staff steering committee?	1 2 3 4 5
4.	To what extent is a citizen's committee functioning in an advisory capacity to staff?	1 2 3 4 5
5.	To what extent do leaders appear to have sufficient time to devote to leadership activities?	1 2 3 4 5
6.	To what extent are inservice research, training and evaluation activities in evidence?	1 2 3 4 5
7.	To what extent is open communications in evidence?	1 2 3 4 5
8.	To what extent are qualified consultants	
	(a) available?	1 2 3 4 5
	(b) utilized?	1 2 3 4 5

II. To what extent as a result of this project have you...

1.	Identified skills and knowledge needed by workers in a cluster of occupations related to your teaching assignment?	1 2 3 4 5
2.	Identified new and emerging occupations within that cluster?	1 2 3 4 5
3.	Identified personal skill and knowledge areas in which you were in need of up-grading in your occupational cluster specialization?	1 2 3 4 5
4.	Developed and implemented a personal plan for achieving competence in identified areas of need through "hands on" experiences?	1 2 3 4 5
5.	Developed and up-dated skills in your occupational area?	1 2 3 4 5
6.	Evaluated personal progress toward achieving professional technical development goals?	1 2 3 4 5
7.	Developed a plan for further action?	1 2 3 4 5
8.	Determined application of knowledge and skills gained for curricular modification of the occupational program(s) in your teaching assignment?	1 2 3 4 5

III. Summary Observations:

1. Comment briefly on what you perceive to be the major strengths of this project.

2. What extenuating circumstances (if any) seem to be influencing results of this project?

3. What do you perceive to be limitations (if any) of this project?

4. What changes (if any) in personal behavior have you noticed that you can attribute to this program?

5. What recommendations or suggestions do you have to offer with respect to this project?

9. Summation of Evaluation Data Collected from Participants

9.1 Summary of Learner Participants Responses on Evaluation Instrument

9.1.1 Strengths

(1.) Degree of commitment on the part of individuals involved

(2.) Leaders time devoted to leadership activities

(3.) Research, training and evaluation activities in evidence

(4.) "Openness" of communication in evidence

(5.) Availability and utilization of qualified consultants

(6.) Identification of skills and knowledge needed by workers in a cluster of related occupations

(7.) A majority of the participants rated the project 4 (strong) or 5(extensive) on seven of the 8 objectives "specific" to the project although one person checked a "1"--"slight" realization of objectives specific to the project

(8.) Positive Leadership of SIU Directors

(9.) DVTE visits

(10.) "Hands on" experiences

(11.) Open Communications and Human Relations Emphasis

(12.) Stress on leadership skills development

9.1.2 Extenuating Circumstances

(1.) Time available--failure of schools to provide "released time"

(2.) Limited "involvement" of some SIU staff in visitations

(3.) Limited awareness on the part of local administrators about the project

(4.) Uncertainty about future of DVTE in CSPI reorganization

9.1.3 Limitations

(1.) Absence of "active" staff steering committee and "citizens advisory committee"

(2.) Limited familiarity of SIU "visitors" and local administration with aspects of the project

(3.) "Friction" between local administrators and SIU and/or DVTE

(4.) Uncertainty concerning future "job prospects" because of retrenchment

(5.) Insufficient or limited financing precludes attendance/involvement in/at conferences (EVA, AVA, Co-Op, etc.)

(6.) "Management Training" (Proctor and Gamble) should have occurred early, rather than late in project

9.1.4 Perceived Changes in Behavior Attributable to Experience

(1.) Increase self-confidence (in self and/or others)

(2.) Increased "appreciation" of administrators, local etc. roles, etc.

(3.) Greater awareness of breadth of educational enterprise

9.1.5 Recommendations:

Continue the internship program

Work to develop the job market for the products of the program

Develop a better training session for coordinators who visit the interns

If possible get the total calendar for the year set by the start of the program

More release time during the internship

Greater development of the related class meeting that was held one night per week

Offer alternate learning and evaluation packages for most competency areas similar to those of I.S.U.

More instruction in the preparation of forms for DVTE and OSPI

More simulation

Orientation meeting for all those involved at the beginning

Keep a closer hand on the local administrator

Set up time table for the competencies in the portfolio

Regular visits by SIU supervisors

Should be continued

Give intern opportunity to complete some competencies in other than their own school

Suggest a minimum number of hours be completed toward M. S. before entrance into program

Condense the 159 competencies to approximately 50 or less

Use only university supervisors that are acquainted with career ed and are interested in the project

The Management Training (outside consultants) should be near the start of the project

10. Judgments and Recommendations Concerning the Activity

GENERAL

The theory behind the project is good and is based upon sound assumptions.

It has particular significance in Southern Illinois where vocational education is needed but has not been developed beyond basic offerings in most areas.

The growth of occupational education has lagged not because of need but rather lack of local leadership trained to see the need, to develop programs, and to direct their operations.

This project has made a beginning, and if continued should substantially advance the timetable of implementing the needed programs.

STRENGTHS

1. The program meets a definite need
2. Top leadership at the university has been strong and supportive
3. It has made local administrators more aware of the potential benefits of occupational education
4. Local school leadership, by understanding the potential appear to be more supportive of the programs and their expansions
5. University personnel appear to have gained better insight into the local districts.
6. Spin off ideas from this project can be of benefit to other departments at the university

7. A good beginning of interdepartmental cooperation at university level which could be expanded

8. A marked degree of general agreement was revealed on the items in evaluation forms completed by project staff and participants. This should provide a good foundation on which to broaden and strengthen subsequent projects.

LIMITATIONS OR AREAS FOR IMPROVEMENT

1. Supervision from the university needs to be strengthened

2. Improved methods for acquaintence of local districts administration with the program are needed.

3. Improved communications with the local districts throughout the project are indicated

4. More involvement from othe r related university depearments, i.e., home economics, health occupations, etc.

5. More emphasis placed on the local districts responsibilities to assure that the proper released time is made available.

6. Early commitment from the funding sources

7. The focus needs to be broadened to include wider occupational-career awareness rather than remaining primarily "vocational" in orientation

8. There appears to be a somewhat "provincial" rather than area-wide ; "place bound" rather than mobile emphasis which may tend to limit the overall effectiveness. Earlier intern class seemed to remain in similar positions rather than ascend to leadership positions of greater significance.

9. An internship experience elsewhere (exchange?) as well as, within the employing school district might well provide enrichment and growth conducing experiences.

10. Some philosophic differences appear to exist among project staff, that could be ameliorated with expanded involvement, regional advisor, committee staff steering committee, etc.

CONCLUSIONS AND RECOMMENDATIONS

The programs success justifies its continuation

The need for this type of program is great. It should receive high priority when program assessments are being made

The continued involvement of the Educational Administration department is vital to the overall program and should be expanded

RECOMMENDATIONS

1. Continue the program

2. Place the University field supervision under one person. A precise job description should be developed to help assure success of this phase of the project.

3. Personal contact needs to be made well in advance with local superintendents to explain the program. The present method of contacting the superintendents by a letter leaves much to be desired

4. As the program grows the screening of the candidates should be refined. Quality is more important than quantity.

5. Including interns from all five "cluster areas" as well as from metropolitan communities in or out of state would further enrich to participants experiences.

6. Increased support should be given to the local district to encourage their full cooperation.

7. Greater flexibility in budget operation to assure acquaintance, involvement and resultant commitment of local school authorities with such projects

8. An overall, area-wide advisory committee could enhance the image of the project, its scope, its acceptance and its effectiveness

1. Title of Project: Third Party Evaluation of FY74 EPDA 553-554 Cooperative Arrangement

2. DVTE Contract Number: PDT A4 149

3. Project Director: Dr. Frederick P. Abel
Professor of Educational Administration, Supervision and Curriculum

4. Agency of Institution: Western Illinois University

5. Abstract: An evaluation of FY74 EPDA 553-554 Cooperative Arrangement #2

Title: Administration by Competency

Institution: Illinois State University, Normal, Illinois

Project Director: Charles W. Edwards

Amount Obligated: $80,000

Illinois Contract: PDT-B4-105

Brief Description: An administration by competency (ABC) program designed to train and certify persons for administration of votec programs

6. Brief narrative of the project

Prior to the on-site visitation scheduled for May 23 to 24, copies of the project abstract, selected materials from the contract, a copy of the proposed evaluation instrument and procedural suggestions were sent to all members of the visitation team.

Upon arrival at the motel the visitation team convened and firmed up plans for the visitation.

A session with members of the project staff acquainted vistation team members more fully with the project, its strengths, limitations and extenuating circumstances as perceived by the staff.

Staff, in addition to the project director, Dr. Charles Edwards, who were interviewed by members of the visitation team were: Dr. Ben Hubbard, Chairman, Department of Educational Administration; Mr. C. P. Harding, Project Associate Director; Dr. Franzie Loepp, Project CBI Specialist; Ms. Paula Tinervin, Secretary; Ms. Beth Buehlmann, Coordinator of Simulation and Gaming Exercises; Ms. Lenore Hutton, Coordinator of ABC Library/Learning Center; Mr. Dan Taylor, Research Assistant; Ms. Dena Gay, Research Assistant.

In addition, Dr. Joe Talkington, Chairman of the Department of Home Economics and Industrial Technology met with visitation team members to provide additional background information and observations.

Thirteen students (participants) were available for a conference with the visiting team members and subsequently were interviewed on an individual basis. In addition, the participants and project staff were given copies of the evaluation instrument and were asked to complete it, anonymously and leave it for the team.

Responses on all the instruments received were tabulated, the comments were noted and perused, then discussed by members of the visiting team.

Before departure members of the visiting team submitted written reports and met as a group with staff and students who were available at the time.

7. Participants in the Activity

ISU PROJECT #2 VISITING TEAM

Mr. James Cadigan, Director
Area Vocational School, Pekin, Illinois
Experienced vocational educator and evaluator

Dr. Robert Jones
Superintendent of Schools, Lincoln, Illinois
Experienced evaluation team member and well acquainted with career/occupational education

Dr. Howard S. Smucker
Superintendent of Schools, Charleston, Illinois
Experienced evaluation team member and acquainted with career/occupational education

Dr. Frederick P. Abel
Professor of Educational Administration, Western Illinois University, Macomb, IL
Visiting Team Coordinator

8. Copies of materials developed for the project
(see attached evaluation instrument)

FY 74 EPDA 553-554
EVALUATION

Directions:

Encircle the number alongside each question which best reflects your perceptions. If the question does not apply, or if you do not feel that you can respond merely proceed to the next item.

The first page, Section I, pertains presumably to all such projects generally. Section II addresses itself specifically to the objectives of this project. Section III provides an opportunity for you to indicate your perceptions better, more fully, or in another manner which could be helpfull to the project personnel.

Project #_____

Evaluation for DVTE
FY 74 EPDA 553-554

I. General Objectives
1 - Slight
2 - Cusory Some or Marginal
3 - Average
4 - Strong
5 - Extensive

Person Completing form
Director_____
Teacher_____
Learner_____
On the job supervisor
_____
Principal_____
Curric.Cood._____

Visiting Team D_____
A_____
TE_____
O_____

1.	To what extent is a degree of commitment on the part of local administration in evidence?	1 2 3 4 5
2.	To what extent do those involved demonstrate cohesive team effort?	1 2 3 4 5
3.	To what extent is there an active staff steering committee?	1 2 3 4 5
4.	To what extent is a citizen's committee functioning in an advisory capacity to staff?	1 2 3 4 5
5.	To what extent do leaders appear to have sufficient time to devote to leadership activities?	1 2 3 4 5
6.	To what extent are inservice research, training and evaluation activities in evidence?	1 2 3 4 5
7.	To what extent is open communications in evidence?	1 2 3 4 5
8.	To what extent are qualified consultants (a) available?	1 2 3 4 5
	(b) utilized?	1 2 3 4 5

II. Objectives specific to this project

1. To what extent do you believe success has been achieved in developing the 157 competencies

   1.1 by you? 1 2 3 4 5
   1.2 by others? 1 2 3 4 5

2. To what extent do you think it is feasible to prepare in one academic year certifiable administrative personnel in this manner? 1 2 3 4 5

3. To what extent do you think employment as of September 1974 in vocational/career administrative positions is likely

   3.1 for you? 1 2 3 4 5
   3.2 for others? 1 2 3 4 5

4. To what extent have the procedures been appropriate for developing the 157 competencies on the part of

   4.1 you? 1 2 3 4 5
   4.2 others? 1 2 3 4 5

III. Summary Observations:

1. Comment briefly on what you perceive to be the major strengths of this project.

2. What extenuating circumstances (if any) seem to be influencing results of this project?

3. What do you perceive to be limitations (if any) of this project?

4. What changes (if any) in personal behavior have you noticed that you can attribute to this program?

5. What recommendations or suggestions do you have to offer with respect to this project?

9. Summation of Evaluation Data Collected

Considerable agreement among both participants and staff who returned completed instruments on most of the items. This was reinforced by the written comments in part III, the "open end" section of the evaluation instrument. Oral comments merely reinforced the apparent very favorable attitude on the part of all toward the potential if not actual success of the project to date.

The strengths, limitations, extenuating circumstances, perceived changes (in self/others) attributable to the project and recommendations of participants and those involved have been absorbed into item 10. Judgements and Recommendations Concerning This Activity which follows.

10. Judgments and Recommendations Concerning This Activity

MAJOR STRENGTHS OF THIS PROJECT

1. This project has produced a tangible and transportable product. Packages for use in the training of vocational administrators via competency based instruction have been developed and field tested.
2. The favorable meshing of staff personalities and competencies has enhanced project progress. Good internal and external relationships appear to exist. In particular, understanding seems to have been reasonably communicated to the various forces which affect project operation.
3. Competency based instruction theoretically produced coupled with the practical experience gained through supervised internship provide a promising vehicle for the preservice and in-service preparation of vocational administrators.
4. The potential for meaningful flexibility in the preparation of vocational administrators is great if this project can mature to its full potential. There are numerous implications for preparatory programs for other types of educational administrators as well.
5. A demonstrated "team approach" involving unique personal qualities of individuals with a rich and varied background of academic preparation and experience is perhaps one of the most significant strengths of this project and has profound implications if maintained. It appeared to visiting "evaluators" that the project director of record wisely or fortuitously allowed significant personnel to proceed in refining this project as the year progressed, and that good use was made of available expertise by those with limited background and experience.

6. A readily available and staffed "home base" was widely acclaimed by participants. They knew where they could go and get encouragement and help when needed.

7. Involvement of participants in weekly discussion session, joint meetings with participants of other projects (SIU), on sight "three phase" evaluation visits and at conferences were widely acclaimed by participants and staff.

8. A high degree of agreement among participants, staff and "third party" evaluators with respect to the extent of project objectives realization or limitations lends credence to the foregoing and following statements.

9. Successful efforts in dealing with institutional "red tape" (course and procedures acceptance by university councils and committees)

EXTENUATING CIRCUMSTANCES

1. Regular coursework requirements for degree purposes have not been waived or materially altered to accommodate this project. Project activities have merely been added on "top" of traditional requirements. This "heavy load" was generally considered a deterent to more widespread acceptance of the project in its present form.

2. In some respects, this project may be viewed as "individual attention" more than "individualized instruction." Considering the expressed value of the internship by participants, the role of packages in the project's success may be overrated or in need of refinement.

3. The absence of "hard data" requires judgment of the project's success on what those individuals involved in the program "think" and is thus highly subjective.

4. Delays in funding and restrictive nature of budgetary conditions precluded optimal staffing, recruiting and implementation of the project's full potential.

5. Conflict of roles (participant and on the job supervisor of intern) or the potential for such may exist.

6. Need for "full compliment" of participants (refer to #4 above) with other exigencies conduced a rather unusual combination of participants with non internships as well as bonified on-site hands on experiences which tended to obscure the three "avenues" or alternatives of the project

   (a) competency package

   (b) internship

   (c) coursework

7. None of the "non intern" participants were available for discussion with visiting team members and no attempt was made to determine their perceptions of their involvement in the project.

LIMITATIONS

1. The seeming lack of continuity in activities from year to year. There doesn't appear to be building of the program over a period of years. Rather, the project seems to go one way for a period of time and then begins in another direction. There seems to be a great deal of "trying" different things out without their necessarily being related to each other.

2. The lack of a defined structure to give overall direction is quite evident. The desire for flexibility is given as the reason for no structure; however, needed flexibility can be achieved within a reasonable structure if proper planning occurs.
3. If exportability is considered a desirable project goal, the so called flexibility tends to deter or preclude the ISU model's exportability in its present form.
4. No full scale use of the 42 packages is apparent, therefore, the true continuity of the competency based materials is unknown at this time.
5. The lack of any organized testing program precludes other than superficial assessment.
6. More intensified use of student logs by university personnel and on site supervisors throughout the project year is indicated. There appeared to be only limited and spasmodic use of the logs in working with students. (a no-carbon required, multiple copy log form with provision for immediate reaction of supervisors could be of district benefit to interns and provide on-going and significant feedback to project staff.)
7. It was not clear to visitors how many "applicants" were considered and how extensively the criteria for acceptance in or exception from the project was determined.
8. Availability of on site internship assignments and supervisors is at best limited. Additional experience will no doubt facilitate more appropriate assignments.

PERCEIVED CHANGES IN PERSONEL BEHAVIOR ATTRITUTE[illegible]TO THIS PROGRAM

1. A positive participant attitude toward administration has definitely been achieved by this project.
2. Participants stated the project had broadened their overall career perspective.
3. The group dynamics of the interns was most evident. A possible "Hawthorne effect" could be detected within the group. The interaction of this closely knit group obviously enhanced and enriched the overall learning of each individual.
4. The willingness and commitment of diverse university professorial staff to become involved in developing and using packages is a desirable behavior and significant change.

RECOMMENDATIONS OR SUGGESTIONS

1. As only one year of the intended project operation remains, the project personnel must make some "hard" decisions early for the 1974-75 school year. If there appears a strong chance that the program will be refunded as recommended a refined structure is indicated. If it appears that the project has little chance for continuance, major effort is suggested toward implementation of packages within the framework of regular courses and degree programs. "Salvaging" as much of the project's unique elements as possible is strongly recommended.
2. Selection of participants should be implimented earlier and according to criteria so as to conduce identification of competencies and limitations and provide for more appropriate "individual treatment."

3. A general model for use of the packages developed by the project should be provided for other institutions which might wish to impliment the project, either in part or in toto with local modifications as resources permit.
4. A generalized flow chart is suggested to visualize the manner in which the project relates formal coursework, packages, and internship experiences toward an overall experience.
5. Third year project objectives should specifically state what is to be achieved. At such time that objectives do not reflect activities and new direction, the objectives should be revised. To date, the project has achieved a great deal, but achievements have not clearly had relationship to stated objectives.
6. Providing greater flexibility wherein participants who demonstrate competencies attributed to specific courses might "proficiency out" of required course work (in part or in total).
7. The experience gained at both SIU and ISU should be combined and the possibilities explored as to anotherproject which explicitly develops a competency based program in preservice preparation of vocational as well as other educational administrators.
8. Continuance of this project as presently conceived and adoption elsewhere is highly unlikely if it continues to be "over and above" existing degree programs unless substantial financial "encouragement" is assured for the participants. The limited likelihood of such "encouragement monies" prevailing necessitate a blending of the competency based learning experiences in to degree programs.

9. Continued involvement of Dr. Francee Loepp is strongly recommended at least on a one fourth time basis if not more.

10. On going evaluation of participant growth involving their logs is strongly recommended. (refer to #6 under "Limitations")

11. Continued involvement of participants in "package development" and refinement is recommended.

12. Periodic meetings involving "on site" intern supervisors should be scheduled (with budgetary encouragement).

13. Continued funding and refinement of the project is universally recommended.

1. Title of Project: Third Party Evaluation of FY74 EPDA 553-554 Cooperative Arrangement

2. DVTE Contract Number: PDT A4 149

3. Project Director: Dr. Frederick P. Abel, Professor of Educational Administration, Supervision and Curriculum

4. Agency: Western Illinois University

5. Abstract: An Evaluation of FY74 EPDA 553-554 Cooperative Arrangement #3

   Title: The continued development and implementation of a teacher-training program in health occupations education - training phase

   Institution: University of Illinois
   Urbana, Illinois

   Project Director: Lloyd J. Phipps

   Amount Obligated: $80,000

   Illinois Contract: PDT-C4-102

   Brief Description: Pre-service training of health occupations teachers who have trained previously in some health profession, designed to certify these persons as secondary teachers

6. Brief Narrative

Prior to the on-site visitation scheduled for June 6 and 7 copies of the project abstract, selected materials from the contract, a copy of the proposed evaluation instrument and procedure suggestions were sent to all members of the evaluation visiting team.

Upon arrival at the university the visiting team convened to firm up procedures and plans.

Discussion with members of the project staff provided visitation team members with perceptions of those close to the activities.

Those interviewed included:

Dr. Lloyd J. Phipps, Chairman of the Department of Vocational Technical Education and Project Director

Dr. Jean Kintgen, Assistant Professor, Vocational and Technical Education and Principal Investigator

Dr. Marie Vittetoe, a well qualified new member of the instructional staff

Mrs. Ellen Z. Hooker, Specialist, Vocational and Technical Education and Instructional Assistant

Seven participating students visited with evaluation team members in both large group and individual settings. The names and "fields" of the students were:

Jim Girdley, Dental hygienist
Marge Keller, Nurse
Jean Kelley, Radiologic technologist
Cathy Adesso, Medical technologist
Irene Takemori, Nurse
Judy Brooks, Nurse
Allen Barnes, Nurse, respratory therapy technician

Team members reviewed notes, conversed with each other, perused available material and submitted individual written reports prior to departure. An "exit" conference was held with staff who were available.

The composite team visit report was subsequently prepared by the evaluation project director.

7. Participants in the evaluation visit were:

Mrs. Lorraine Summers, Springfield Area Vocational School
Mr. John Crumrine, Principal, Roanoke-Benson High School
Dr. Robert Synovitz, Chairman, Department of Health Sciences
Western Illinois University
Dr. Frederick P. Abel, Professor, WIU, Visiting Team Coordinator

8. Copies of material developed (but only used indirectly) for the project are attached. A copy of a "Student Evaluation of HOTEP" prepared by the project staff appears, with tabulations of the expressions of students who expressed to selected items. A "Preliminary Data Regarding Students" (staff initiated "follow-up" study) is also attached.

FY 74 EPDA 553-554
EVALUATION

Directions:

Encircle the number alongside each question which best reflects your perceptions. If the question does not apply, or if you do not feel that you can respond merely proceed to the next item.

The first page, Section I, pertains presumably to all such projects generally. Section II addresses itself specifically to the objectives of this project. Section III provides an opportunity for you to indicate your perceptions better, more fully, or in another manner which could be helpfull to the project personnel.

Project #_____

Evaluation for DVTE
FY 74 EPDA 553-554

I. General Objectives
1 - Slight
2 - Cusory Some or Marginal
3 - Average
4 - Strong
5 - Extensive

Person Completing form
Director_____
Teacher_____
Learner_____
On the job supervisor
_____
Principal_____
Curric.Cood._____

Visiting Team D_____
A_____
TE_____
O_____

1.	To what extent is a degree of commitment on the part of local administration in evidence?	1 2 3 4 5
2.	To what extent do those involved demonstrate cohesive team effort?	1 2 3 4 5
3.	To what extent is there an active staff steering committee?	1 2 3 4 5
4.	To what extent is a citizen's committee functioning in an advisory capacity to staff?	1 2 3 4 5
5.	To what extent do leaders appear to have sufficient time to devote to leadership activities?	1 2 3 4 5
6.	To what extent are inservice research, training and evaluation activities in evidence?	1 2 3 4 5
7.	To what extent is open communications in evidence?	1 2 3 4 5
8.	To what extent are qualified consultants (a) available?	1 2 3 4 5
	(b) utilized?	1 2 3 4 5

II. Objectives specific to this project

2.1	To what extent do you think you will complete the program by June 30, 1974?	1 2 3 4 5
2.2	To what extent have students completing the program been placed (secured employment) in health occupations positions?	1 2 3 4 5
2.3	To what extent to you believe the experiences you have had in the program have helped you--	
2.3.1	increase your knowledge of health occupations information?	1 2 3 4 5
2.3.2	improve your skills in applying the knowledge in a meaningful way?	1 2 3 4 5

III. Summary Observations:

1. Comment briefly on what you perceive to be the major strengths of this project.

2. What extenuating circumstances (if any) seem to be influencing results of this project?

3. What do you perceive to be limitations (if any) of this project?

4. What changes (if any) in personal behavior have you noticed that you can attribute to this program?

5. What recommendations or suggestions do you have to offer with respect to this project?

STUDENT EVALUATION OF HOTEP

I. Please check the courses you have taken:

_____ VOTEC 240 H ("Principles")

_____ Secondary Education 241 or VOTEC 399 HT ("Methods")

_____ VOTEC 382 (Cooperative Education - "Direct Experiences")

_____ Educational Practice 250 (Introductory school experience)

_____ Educational Practice 242 (Student teaching)

_____ VOTEC 399 H (In-depth study of health occupations - Fall)

_____ VOTEC 399 HO (Trends and issues in health care delivery - Spring)

II. Have you been employed as a health occupations teachers (in any setting -- secondary school, community college, hospital, etc.)?

Yes No If yes, how much experience?

III. Please rate the Health Occupations curriculum components listed below in terms of how helpful you believe they have been in relation to your goals as a health occupations teacher. (If you have taken no courses in a particular area, do not rate.)

	very helpful	helpful	somewhat helpful	of no help	can't rate
Principles and methods of teaching (VOTEC 240, Sec. Ed. 241, VOTEC 382)	IIII	II			
Educational practice (Ed. Pr. 250, Ed. Pr. 242)	IIII	II	I		
The health care system (VOTEC 399H, VOTEC 399 HO)	IIII	II			

IV. Please indicate below the degree to which you believe courses you have taken in the above areas have helped you to achieve the program goals listed in the following.

	very helpful	helpful	somewhat helpful	no help
1. Comprehend the nature and operation of the American educational system and of vocational (occupational) education in the context of the total system.	//	////	/	
2. Apply principles and widely accepted theories of learning.	//	////	/	
3. Apply knowledge of human development to teaching-learning problems.	////	///		/
4. Am interested in the development of teaching-learning theory.	//	////	/	
5. Am sensitive to human behavior as expressive of human needs.	///	///	/	
6. Value the thinking of others (students, colleagues in education and the "health industry", authorities).	////	//		
7. Analyze and synthesize content to be taught on the basis of objectives.	////	//		/
8. Utilize teaching methods and techniques skillfully.	//	////	/	
9. Evaluate learning of students on the basis of objectives.	///	///	/	
10. Comprehend important factors regarding key occupational areas in the health field.	//// /	/		
11. Appreciate the contributions and problems of colleagues in the health field.	////	/	/	
12. Comprehend major trends and issues in the delivery of health care.	////	//		
13. Value integrated, humanistic approaches to problems of health care delivery.	////	//	/	

V. How would you rate the counseling and advisement services provided by the Health Occupations faculty members? (underline one)

// Excellent //// Good / <-> / Fair Poor

VI. How would you rate the interest of Health Occupations faculty members in you as an individual? (underline one)

~~HHT~~ / very high level of interest/ / fairly high level of interest/

somewhat interested/disinterested

/

VII. Your comments

PLEASE DO NOT SIGN YOUR NAME

May 74

Preliminary Data Regarding Students

(follow-up survey in progress)

I. Accepted August 1972 to date	5[illegible]
Graduated (through 2nd semester 1974)	10
Currently enrolled	26
Definitely planning to continue	2
To take initial courses in Summer or Fall 74	9
II. Health specialty backgrounds represented	
Dental Hygiene	10
Medical Technology	3
Radiologic Technology	6
Respiratory Therapy	3
Nursing	32
Other	1
III. Employment of Graduates (incomplete)	
Secondary level	3
Community college	1
Health career agency (New York State)	1
Health agency	3
IV. Employment of Students (incomplete)	
Secondary level	2
Community college	3
Health agency educational program	4
Health agency - other	1
Unrelated area	-
V. Kinds of teaching in which graduates are interested (rough)	
Secondary level	9*
Community college	5*
Health agency	2*

* Some students interested in more than one kind of employment

VI. Kinds of teaching in which student are interested (rough)

Secondary level	27*
Community college	31*
Health agency	21*
Other	7*

* Some students interested in more than one kind of employement

VII. Geographical area in which graduates and students have accepted or are willing to accept employment

Graduates

Urbana-Champaign only	6
Beyond U-C area	2
Moved to other states	2

Students

Urbana-Champaign area only	16
Beyond U-C area	25
Moving to another state	1

9. Summation of the Data Collected

Participant reaction on both written and oral questions indicated a high degree of favorable reaction to the program and strong appreciation of the opportunity it provided for them to pursue further education.

The staff represented a viable "team approach" to identifying needs, opportunities, resources and alternative strategies.

On going "self-evaluation" seemed to be in evidence on the part of all who were involved and a high degree of commitment conduced satisfactory resolution of most of the problems that had been encountered.

The strengths, limitations, extenuating circumstances, perceived changes (in self/others) attributable to the project, and recommendations of all (staff, participants, and visiting team members) appear in item 10- "Judgments and Recommendations Concerning This Project."

10. Judgments and Recommendations Concerning this Project

A. Strengths

1. The project director Dr. Lloyd J. Phipps, Chairman of the Department of Votec, is flexible, confident in the program, administratively persuasive and believes in what is going on

2. The teaching faculty (Dr. Kintgen, Dr. Vittetoe and Ms. Hooker) represent appropriate diverse backgrounds are well prepared (in health careers and instructional procedures), enthusiastic about this program, and demonstrate a high degree of commitment.

3. Initial liaisons have been established with other campus units (Depts. of Educational Psychology, Education Policies, Educational Administration, and Health and Safety and the School of Basic Medical Sciences) in the development of courses hiring personnel, and service to students.

4. Initial efforts appear to be reasonably satisfactory in the location of appropriate student teaching stations to meet the various career objectives of individual students.

5. Courses in the professional education component appear to be well organized and well planned.

6. Instructional procedures in the professional education component are realistic in terms of preparing the students for secondary school teaching. Simulation, role playing, and other student involvement type methods are continually used and demonstrated.

7. The combination of various content areas (Business-Industrial and Health) in the course VOTEC 240 Principles of Vocational and Technical Education allows the students from various VOTEC areas to study together. This may present a "team concept" that can carry over to their functioning in a professional situation.

8. Student testimony, regarding the flexibility in the professional courses and the efforts toward individualized instruction, was impressive.

9. Individualized interviewing and sustained conferences with student participants facilitated participants growth and progress throughout the program.

10. University commitment to assuming increased level of support each year and institutional amenability to change procedures in order to better serve participants' needs.

11. Identification of wide range of resources available and increasingly being utilized in pre-student teaching laboratory experiences (i.e. Parkland College, Adult Education Center, Day Care Centers, Area schools, Veterinarian Clinics, Hospitals anc County Nurses Home)

12. Resourcefulness and willingness of the staff to go "above and beyond" in offering off campus extension courses during the summer at Chicago, Dixon and Jacksonville.

13. Attempts at program evaluation are varied (student course and program reviews, independent, survey team, state DVTE visitation) providing potential for a valid and broad based and periodic evaluation.

14. Students, faculty and administration are extremely cooperative during evaluation efforts.

15. Students seem pleased with faculty evaluation efforts (testing programs and grading procedures) during individual courses.

B. Limitations or areas of needed improvement

1. Since faculty were not hired according to the program timetable, the program is slightly behind the projections in students graduated.

2. Students generally complained about the limited availability of resource materials, especially those produced at the state level.

3. Although AHES personnel are aware of this program and health occupations faculty are aware of AHES there are no official liaisons or recognitions in existence.

4. Resource personnel brought in to the 399 course were not practicing health professionals but rather administrators of health career agencies. The students seemed to want greater contact with the practitioners.

5. Faculty do not seem to fully understand the principle program purpose of "training and placing" secondary school health occupation teachers.

6. Faculty office facilities are grossly inadequate. There were two faculty members assigned to each office measuring 9.4 feet by 9.4 feet. 88.36 square feet for two faculty members plus two units of office furniture is inadequate. This causes serious impingement on:
   a. the highly individualized counseling and advising program
   b. sensitive personal discussions between students and faculty
   c. professional functioning (reading-writing-and program preparation)

7. The Center for Instructional Materials appears to be too small with a resulting overcrowded appearance. This condition will be exaggerated with the placement of Health Occupation Education resources placed in this area unless additional space is allocated.

8. There seems to be a general feeling that individual courses and their sequence of offering is satisfactory with no apparent organized plan for curricular revision in operation.

9. Several student teaching assignments included no experiences in health occupations education.

10. No public school system liaison or advisory council is currently in existence.

11. A disproportionate number of participants are caucasean and women with concentration in nursing. Better screening and recruiting is alleviating this characteristic.

12. Uncertainty prevails concerning DVTE's continued involvement

13. Uncertainty over placement prospects in view of fact that most positions nearby are "sewn up" by incumbents and limited mobility of participants due to the number whose spouses are employed nearby.

14. Limited commitment among early participants to becoming Health Occupations instructors at the high school level. (Some "opportunism" seemed to be in evidence.)

15. The program as presently operating is heavily dependent upon student stipends, and draws from a limited geographic area.

16. No apparent success to date in attracting enrollment of educational administration students in the courses.

17. Compliance with "restrictive" budget procedures tends to mitigate against fuller utilization of university and other resources and hampers more widespread awareness hence, acceptance region-wide.

C. Extenuating Circumstances

1. Limited lead time tended to restrict recruitment of participants to the University of Illinois area (40 mile radius).

2. Limited lead time tended to preclude recruitment of multi-ethnic representatives and male "head of household" participants.

3. Uncertainties over likelihood of sustained student stipends tends to limit participation to those with employed mates.

D. Perceived changes among participants and others

1. Greater appreciation of the ability and willingness of the large university to respond to societal needs

2. Greater awareness of the breadth of health occupations opportunities

3. Increased awareness and concern for implications of pupils' needs as they relate to career opportunities

E. Recommendations

1. Efforts should be expended to involve the training of Health Occupations Teachers into the AHES project.

2. The latest health occupations rexources should be made more accessible to the students. Increasing the size of the Center for Instructional Materials and placing the above mentioned resources in a favorable location might be a possible solution.

3. More health practitioners (especially from the less common areas) should be brought into contact with the students.

4. Each faculty member should be provided more adequate office space (a minimum of 80 square feet)

5. Participants should be advised of the increased employment opportunities open to those capable in two or more teaching areas, rather than being limited to one kind of assignment (for smaller schools in particular)

6. A faculty-student-public school personnel advisory committee might well be established for the purpose of general program guidance. Initial meetings should be spent on determining the extent to which the curriculum is currently meeting the program objectives.

7. Provide health occupations courses for other departments on campus especially to Educational Administration and Health Education

8. Written affirmative action type guidelines should be established to insure minority group representation in the student body.

9. High school and community college counselors from all over the state should be involved in recruiting students for this program.

10. Priority should be given to students who reside from beyond a 40 mile radius of Urbana.

11. Since tuition waivers and stipends will become more important as a recruiting tool in future years, effort should be made to retain such present funds ane explore possibilities of other sources for this purpose.

12. Recruitment efforts should reflect efforts to gain the widest possible variety of health practitioners in the student body.

13. Since all areas of the state will be difficult to serve, explorations should begin on the feasibility of establishing health occupation teacher training sattelites in other locations or possible consortium programs with other universities.

14. Follow-up studies need to be continued in order to ascertain program "placement" effectiveness and to ellicit "feedback" from graduates for curricular modification implications.

15. Expansion of learning resources center in close proximity to, if not in that serving other teacher preparation programs offers promise of conducing more widespread awareness of Career Education implications for all educators.

16. This program needs not only to be sustained, but expanded. Presentations at statewide meetings of school counselors, school administrators (I.P.A., I.A.S.A. and I.A.S.C.D.) are clearly indicated as a means of assuring more widespread awareness, understanding and thus, commitment.

1. Title of Project: Third Party Evaluation of FY 74 EPDA 553 and 554 Cooperative Arrangement

2. DVTE Contract Number: PDT A4 149

3. Project Director: Dr. Frederick P. Abel, Professor of Educational Administration, Supervision and Curriculum

4. Agency: Western Illinois University

5. Abstract:

Title: An activity to develop, implement and evaluate an intensive short-term program for teachers of disadvantaged youth

Institution: Roosevelt University
Chicago, Illinois

Project Director: Loretta Butler

Amount Obligated: $53,912

Illinois Contract: PDT-A4-121

Brief Description: In-service for teachers of inner city disadvantaged youth, focused toward Black American, Mexican American, and Native American students

6. Narrative Description of the Activity

Several weeks prior to the scheduled visit the evaluation project director and visiting team coordinator met with the Roosevelt Project Director and associate director. In the weeks that followed the "evaluator" received extensive descriptive materials concerned with the project which he read and "highlighted" for sharing with visiting team members.

Copies of the abstract, selected parts of the contract, a copy of the evaluation instrument and procedural suggestions were mailed to members of the evaluation visiting team prior to the visit scheduled for June 3, 1974.

Visiting team members met with Roosevelt University project staff and the Dean of the College of Education, Dr. Robert Koff, for further enlightenment concerning the project and to finalize procecures for the remainder of the visit.

Those staff members intereviewed included:

Dr. Loretta Butler, Project Director
Associate Professor of Education
Ms. Marci Enos, Associate Project Director
Assistant Professor of Education
Ms. Doris Harmon, Associate Project Director
Assistant Professor of Education
Ms. Carol Barker, Project Secretary

Following the initial conference members of the visiting team accompanied project staff members to six selected (and presumably representative) schools where teacher participants in the project were employed.

Schools visited were:

Doolittle West Elementary School
DuSable High School
Goudy Elementary School
Jenner Elementary School
Disney "Magnet", a multi ethnic, socio economic elementary school with student population selected by city-wide lottery
Little Big Horn High School, native American Indian population

Pupils in several of the schools were intereviewed as well by visiting team members.

In addition, evaluation instruments with covering letter and self-addressed stamped envelope were sent to a total of nine randomly selected teachers with at least one from each of the schools where participants in the project were assigned. Seven of the nine so contacted returned completed evaluation instruments. Represented among the returned instruments were teachers, principal, assistant principals and curriculum coordinators.

Following the visits to the schools, members of the visiting team convened, compared perceptions and then met again with project staff for the purpose of sharing observations and to get needed clarification.

Team members submitted written reports following the prescribed format: Strengths, limitations, or areas of concern, Extenuating circumstances to be considered, Perceived behavioral changes attributable to the project, and Recommendations.

The visiting team coordinator compiled the report on the basis of written and oral commentary.

7. Participants in the activity

Mrs. Mary Lois Sherman, B.S. Southern Illinois University
M. S. University of Chicago, 5121 South Ellis, Chicago, Illinois
Experienced elementary and junior high teacher,
Resident Coordinator of Student Teachers, Chicago
Area for Western Illinois University

Mr. Floyd S. Rose, B.S., Illinois State University
M.S. Western Illinois University, Doctoral Student,
University of Illinois, 1024-13th Avenue, Rock Island
Experienced Special Education Teacher,
Junior high teacher, "Store Front" school teacher
and Assistant Principal, Rock Island Senior High
Rock Island, Illinois

Dr. F. P. Abel, Professor, Department of Educational
Administration, Western Illinois University
Project Coordinator

*

8. Copy of materials developed

Attached are copies of the evaluation instrument developed for this visitation.

In addition, a copy of a more sophisticated project evaluation plan designed by Roosevelt University Research Personnel accompanies this report.

*A fourth person, an elementary school teacher with "career awareness" experience scheduled for membership on the visiting team found it impossible to participate

FY 74 EPDA 553-554
EVALUATION

Directions:

Encircle the number alongside each question which best reflects your perceptions. If the question does not apply, or if you do not feel that you can respond merely proceed to the next item.

The first page, Section I, pertains presumably to all such projects generally. Section II addresses itself specifically to the objectives of this project. Section III provides an opportunity for you to indicate your perceptions better, more fully, or in another manner which could be helpfull to the project personnel.

Project #_____

Evaluation for DVTE
FY 74 EPDA 553-554

I. General Objectives
1 - Slight
2 - Cusory Some or Marginal
3 - Average
4 - Strong
5 - Extensive

Person Completing form
Director_____
Teacher_____
Learner_____
On the job supervisor _____
Principal_____
Curric.Cood._____

Visiting Team D_____
A_____
TE_____
O_____

1.	To what extent is a degree of commitment on the part of local administration in evidence?	1 2 3 4 5
2.	To what extent do those involved demonstrate cohesive team effort?	1 2 3 4 5
3.	To what extent is there an active staff steering committee?	1 2 3 4 5
4.	To what extent is a citizen's committee functioning in an advisory capacity to staff?	1 2 3 4 5
5.	To what extent do leaders appear to have sufficient time to devote to leadership activities?	1 2 3 4 5
6.	To what extent are inservice research, training and evaluation activities in evidence?	1 2 3 4 5
7.	To what extent is open communications in evidence?	1 2 3 4 5
8.	To what extent are qualified consultants	
	(a) available?	1 2 3 4 5
	(b) utilized?	1 2 3 4 5

II. Objectives specific to this project

1. To what extent do you think your experiences in this project have helped you

1.1 become acquainted with the Illinois Model for Career Education? 1 2 3 4 5

1.2 become more aware of your students' career opportunities and "the world of work"? 1 2 3 4 5

1.3 become more knowledgeable and understanding of multi-ethnic differences? 1 2 3 4 5

1.4 attach more value to all cultural and ethnic heritages? 1 2 3 4 5

1.5 become more sensitive to culture-specific needs of your pupils? 1 2 3 4 5

1.6 dispell stereotypic racial and ethnic myths which distort interaction with minority and disadvantaged groups? 1 2 3 4 5

2. To what extent have your experiences in this project

2.1 provided you with resources which have helped you know better the ethnic, cultural and economic background of your students? 1 2 3 4 5

2.2 caused you to design and carry out specific, culturally relevant research projects in your classroom? 1 2 3 4 5

2.2.1 Have you shared these with
other teachers? Yes____ No____
project staff? Yes____ No____

2.3 caused you to feel committed to continuing year-round relationships

2.3.1 with minority and disadvantaged students? 1 2 3 4 5

2.3.2 with College of Education faculty at Roosevelt University? 1 2 3 4 5

III. Summary Observations:

1. Comment briefly on what you perceive to be the major strengths of this project.

2. What extenuating circumstances (if any) seem to be influencing results of this project?

3. What do you perceive to be limitations (if any) of this project?

4. What changes (if any) in personal behavior have you noticed that you can attribute to this program?

5. What recommendations or suggestions do you have to offer with respect to this project?

EVALUATION PLAN FOR DVTE PROJECT

estimated completion dates

1. Data Analyses 6/14

   a) List frequencies and percentage frequencies for all application and questionnaire variables

   b) Display appropriate cross-tabulations

   c) Calculate teacher-student difference scores for Personal Characteristic instrument

   d) Calculate change scores for Perception of Needs instrument

   e) Analyze relationships between background variables and outcomes

   f) Construct relevant tables

2. Organize all session and project evaluation data 6/14

3. Write evaluation section of final report 6/17

A. Petersen 5/7

We will also try to obtain subjective evaluations of whether the project made a difference to children in the classrooms.

9. Summation of Evaluation Data Collected

The responses on mailed instruments tended to agree with perceptions of participants visited personally with respect to realization of objectives specific to the project. Modal ratings of "4" (strong) and a 5 point scale prevailed. Both written and oral comments tended to be favorable to highly supportive of continuation of the project.

The written and oral comments of the members of the Third Party Evaluation Team members were in extensive agreement with the responses of project participants described in the preceeding paragraph.

At the onset, visiting team members expressed concern over the breadth of the project and doubt that such an ambitious undertaking could realize much success in the limited time available.

The optimism and enthusiasm of the project staff during the opening conference tended to alleviate some of that concern and subsequent experiences during the day resulted in expressions of admiration from the visiting team members.

Discussions with pupils in the schools visited revealed pride in what they were doing, positive self concepts, and appreciative of the interest being demonstrated in them. (Editorial note: This conclusion was stressed by Black visiting team members who readily established rapport with the pupils with whom they conversed.)

A compilation of the written and oral expressions of participating teachers and other school personnel, project staff and visiting team members are summarized on the pages which follow.

Summary Observations

1. Major Strengths

   1.1 Dedication, resourcefulness and commitment of project staff and participants was noteworthy

   1.2 Opportunities for dialogue with other "helping type" persons were numerous and highly valued by project participants

   1.3 Stress on positive self image development strategies for pupils appeared to be highly successful

   1.4 Teachers "teaming" together in order to provide better for meeting pupil needs was stressed by many participants

   1.5 Exchange of ideas among participants--shring of goals, problems, and frustrations were highly valued

   1.6 It helped familiarize participants with available resources at Roosevelt University and in surrounding area

   1.7 Presented "Career Education" as a worthwhile program

   1.8 Resourcefulness on the part of teachers was increased, resulting in more seeking and utilizing of lay persons with skills and knowledge to share with pupils

   1.9 A highly refined internal evaluation procedure was developed in addition to extensive "feedback" evaluation instruments used throughout the project. (These reports will no doubt prove beneficial to project staff and DVTE)

   1.10 A wide variety of carefully prepared "feedback" and instructional materials were developed for use in giving direction and assessing effects of the variety of activities provided participants during this project

2. Extenuating Circumstances

2.1 Uncertainties and delays in project approval precluded early implementation of the project and limited the time available to carry out this extremely ambitious undertaking

2.2 The project appeared to reflect a resourceful attempt to utilize DVTE funding as a means of providing needed and sincerely appreciated in-service growth opportunities for dedicated teachers

2.3 The large number of participants and their widespread teaching assignments throughout Chicago precluded as much "on sight" visitations by project staff as some participants would have appreciated

2.4 The day of the valuation team visit coincided with sensationalized newspaper accounts of alleged ineffectiveness of vocational education experiences and preparation in Chicago schools. This in addition to feared loss of state funding for such projects resulted in pessimism over the likelihood of continuing and future of the programs

2.5 The evaluation team visitation day coincided with the end of the school session in some instances, toward the end in others. (Hardly an opportune time to see things as they "really are".)

2.6 The smaller than anticipated membership on the visiting team reduced the number of individual conferences and de-limited the comprehensiveness of the evaluation visit

3. Limitations or areas of attention needed

3.1 It may be that the magnitude of the project was too great to achieve the multiple objectives in such a relatively short period of time. A minimum of three years would seem more realistic

3.2 Limited opportunities and resources for significant field trips was stressed by many participants. Pupils who were consulted substantiated the need for expanding field trip opportunities

3.3 Bureaucratic obstacles to change in a system the size of Chicago Public Schools.

3.4 Limited involvement of "higher echelon" administrators in "facilitating" positions

4. Changes in personal behavior (in self and/or others) attributed to the program

4.1 Greater emphasis on positive aspects of classroom behavior

4.2 Increased support for curricular modification by administrators at both building and district level

4.3 Staff and community acceptance of year-round learning opportunities and plant utilization (45-15 plan at DuSable High School)

4.4 Provided inpetus and opportunities for "pooling" faculty resources-- cross level, cross job, interdisciplinary planning and instruction

4.5 Increased awareness of and commitment to bringing about curricular modification and improvement

4.6 Growing willingness to try to find better ways of helping youth recognize, seek and prepare for opportunities available to them

4.7 Educators seem more aware of importance of student involvement in early exposure to career opportunities

4.8 Provided opportunities and encouragement to engage in multi-level planning and instruction

4.9 Conduced better understanding of what career education means; willingness to try incorporating some facets into regular course work

4.10 DuSable's operational change to the 45-15 extended school year plan was enhanced by the project according to those consulted

4.11 DuSable's curriculum modifications utilizing learning packages composed of measurable objectives, activities, and criterion tests were enhanced by the project

4.12 DuSable's and District 13's commitment to "career education" was attributed to project involvement

4.13 Curiosity and willingness of staff to explore the concept of career education; and other learning alternatives (according to staff interviewed, and written comments on evaluation instruments that were mailed to the evaluation project director/visiting team coordinator)

5. Recommendations

5.1 More resourceful projects of this nature need to be encouraged. This one should be continued for at least an additional two or three years

5.2 More involvement of building and district level administrators is indicated. Subsequent DVTE and/or OSPI evaluation visits should include such personnel with the teams (Team members, usually, if not invariably derive benefits, learn from such experiences)

5.3 More adequate staffing is indicated in order to provide more on-site help when it is needed and sought (Delays can be most disconcerting, and defeating for the less than completely dedicated teachers.)

5.4 Encouraging more cooperative multi-level and cross-disciplinary planning is indicated. What has occurred has been most enthusiastically valued

5.5 An earlier start involving persons in "facilitating" roles and more structure in some of the plenary sessions would offer promise for more widespread acceptance and involvement. (Less confident teachers tend to feel "lost" without the security that structure provides. The more confident and resourceful teachers can, and will, with encouragement provide momentum)

5.6 Budgetary procedures which conduce, facilitate rather than discourage or preclude involvement are needed to offset inertia that big institutions can and too often do foster

5.7 More widespread lay participation (advisory committees, guest appearances, other "helping roles") would enhance schools' image and offset effects of sensationalized criticism of schools

5.8 Continued "retreat"/workshop sessions (with credit producing "bonus") are highly recommended

5.9 Involvement of business/industrial community personnel in fostering significant field trip experiences for youth is recommended

5.10 Freeing teachers for visitation and other in-service growth experiences as well as curricular modification workshops is highly recommended

5.11 Inter institutional involvement (consortium or informal) should be considered as a means of (a) providing needed help without further over-taxing of project staff (b) enhancing more widespread awareness of effective in-service education activities

5.12 Financial inducements are recommended (amenities--i.e. refinements, meals, etc.) for participants and others whose involvement is needed, would offer promise of offsetting "inflationary pressures" tending to preclude involvement

5.13 More involvement of OSPI personnel is recommended in the continuation of this project toward the end that those aspects of this highly creative and ambitious effort that may be outside the realm of DVTE could rightfully be fostered by that agency.

1. Title of Project: Third Party Evaluation of FY 74 EPDA 553 & 554 Cooperative Arrangements

2. DVTE Contract Number: PDT-A4-149

3. Project Director: Dr. Frederick P. Abel, Professor of Educational Administration, Supervision and Curriculum

4. Agency: Western Illinois University

5. Abstract: An evaluation of FY 74 EPDA 553 & 554 Cooperative Arrangement #6

   Title: In-service work experience internship program for occupational education teachers

   Institution: Eastern Illinois University
   Charleston, Illinois

   Project Director: Charles Joley

   Amount Obligated: $22,886

   Illinois Contract: PDT-A4-114

   Brief Description: Work training internship for secondary teachers of occupational education

6. Brief narrative description of the activity

Prior to the visitation scheduled for June 10-11, 1974, members of the evaluation visitation team were sent copies of the project abstract, selected parts of the contract, a copy of the evaluation instrument and suggested procedural ideas.

Upon arrival the team met to firm up plans for the visitation. A meeting with project staff director and "fiscal officer" Dr. Charles Joley ensued, followed by a walk to the office of Dr. Carl Sexton, the Associate Project Director who is credited with major administrative matters concerned with the project.

Prolonged discussion with Dr. Sexton, a knowledgeable and frank professional, created greater awareness of unique aspects of the project as well as strengths, limitations and "unfinished business." A tour of facilities and conferences with other EIU staff who were involved proved most edifying.

Telephone "interviews" were held with persons not readily available for on-site, in person conferences. In addition, Dr. Howard Smucker, Superintendent of Charleston Community Schools (a former colleague of the evaluation team coordinator, and a member of the evaluation team which visited the Illinois State University project) met with the team to share his perceptions and interpret the feelings of area administrators who were familiar with the project.

Prior to departing on the second day (June 11) the team met with project staff and Director Charles Joley, shared perceptions and asked questions for further clarification.

Visitation team members then worked out schedules for visiting Local Educational Agencies (L.E.A.) where project participants were employed (in schools) as well as with industry representatives.

Communities scheduled for the en route home visitations were Matoon, Rantoul, Tuscola, Urbana and Decatur.

Visiting team members completed written reports upon arriving home and mailed them to the team coordinator, who compiled the information for the report which follows.

7. Participants in the activity

Mr. David G. Swanson, Manager, Vocational and Adult Education District #87, Bloomington, Illinois

Mr. Darwin Tinker, Assistant Director, Facilities Planning, Western Illinois University, Macomb, Illinois

Dr. Frederick P. Abel, Professor of Educational Administration, Supervision and Curriculum Western Illinois University, Macomb, IL

Persons interviewed, either in person or over the telephone:

Sister Evelyn Melloh, Department of Home Economics, EIU

Dr. Gene Strandberg, Department of Industrial Arts and Technology

Mr. Jim Oettel, Vocational Director, Decatur Public Schools

Mr. William Bushell, Decatur Vocational Center

Mr. Stan Ratts, Industrial Arts Teacher, Matoon High School

Mr. Tom Buchanan , Assistant Principal, Matoon High School (in absence of H.S. Principal Roy Sheppard)

Mr. Bill Brandvold , Director of Vocational Education, Matoon School District

Mr. Jack Williams, Superintendent of Schools, Tuscola, Illinois

Mr. Terry Voke, Graphic Arts Instructor, Tuscola High School, Tuscola, Illinois

Mr. John Garth (on the job supervisor of project participants) Urbana Public Schools, Urbana, Illinois

8. Copy of materials developed

The enclosed copy of the evaluation instrument designed for this project was not given, nor was it mailed to participants. It was used as a guide in conducting interviews, whether in person or over the telephone.

Also enclosed is a copy of a report entitled "In-Service Work Experience Internship Program for Occupational Information" which was provided by Dr. Carl Sexton. (Note reference made to it in Section #9, which follows.)

9. Summation of Evaluation Data Collected

Persons contacted (by phone or in person) were universally favorably disposed toward the program and its implication for better school/community/university relationships as well as for improvement of learning experiences for youth.

Reaffirmation of items in the report entitled "In-Service Work Experience Internship Program for Occupational Educators" was widespread, either directly or indirectly. Visiting team members concurred with the report and urge that serious consideration be given the recommendations contained therein.

FY 74 EPDA 553-554
EVALUATION

Directions:

Encircle the number alongside each question which best reflects your perceptions. If the question does not apply, or if you do not feel that you can respond merely proceed to the next item.

The first page, Section I, pertains presumably to all such projects generally. Section II addresses itself specifically to the objectives of this project. Section III provides an opportunity for you to indicate your perceptions better, more fully, or in another manner which could be helpfull to the project personnel.

Project #_____

Evaluation for DVTE
FY 74 EPDA 553-554

I. General Objectives
1 - Slight
2 - Cusory Some or Marginal
3 - Average
4 - Strong
5 - Extensive

Person Completing form
Director_____
Teacher_____
Learner_____
On the job supervisor
_____
Principal_____
Curric.Cood._____

Visiting Team D_____
A_____
TE_____
O_____

1.	To what extent is a degree of commitment on the part of local administration in evidence?	1 2 3 4 5
2.	To what extent do those involved demonstrate cohesive team effort?	1 2 3 4 5
3.	To what extent is there an active staff steering committee?	1 2 3 4 5
4.	To what extent is a citizen's committee functioning in an advisory capacity to staff?	1 2 3 4 5
5.	To what extent do leaders appear to have sufficient time to devote to leadership activities?	1 2 3 4 5
6.	To what extent are inservice research, training and evaluation activities in evidence?	1 2 3 4 5
7.	To what extent is open communications in evidence?	1 2 3 4 5
8.	To what extent are qualified consultants	
	(a) available?	1 2 3 4 5
	(b) utilized?	1 2 3 4 5

II. To what extent as a result of this project have you...

1.	Identified skills and knowledge needed by workers in a cluster of occupations related to your teaching assignment?	1	2	3	4	5
2.	Identified new and emerging occupations within that cluster?	1	2	3	4	5
3.	Identified personal skill and knowledge areas in which you were in need of up-grading in your occupational cluster specialization?	1	2	3	4	5
4.	Developed and implemented a personal plan for achieving competence in identified areas of need through "hands on" experiences?	1	2	3	4	5
5.	Developed and up-dated skills in your occupational area?	1	2	3	4	5
6.	Evaluated personal progress toward achieving professional technical development goals?	1	2	3	4	5
7.	Developed a plan for further action?	1	2	3	4	5
8.	Determined application of knowledge and skills gained for curricular modification of the occupational program(s) in your teaching assignment?	1	2	3	4	5

III. Summary Observations:

1. Comment briefly on what you perceive to be the major strengths of this project.

2. What extenuating circumstances (if any) seem to be influencing results of this project?

3. What do you perceive to be limitations (if any) of this project?

4. What changes (if any) in personal behavior have you noticed that you can attribute to this program?

5. What recommendations or suggestions do you have to offer with respect to this project?

10. Judgments and recommendations concerning this activity

In-service education is and has been one of the many pressing and critical issues plaguing vocational education administrators. It is a problem toward which much lip service and ineffective effort has been directed over the years. Thus, the effort, enthusiasm, and interest demonstrated by the participants of this particular contract in overcoming many of the formidable obstacles of such an attempt is certainly significant and commendable.

This project, viewed as a pilot project, has served well, and with modifications appropriate to other institutions in indeed, "transportable."

The project staff have done well in implementing such a complex effort involving many persons from diverse backgrounds, perceptions and responsibilities. At the time of the visit, project staff were well into their own "self evaluation" efforts and their report will doubtless be worthy of careful attention.

The written and oral expressions from all those involved and interpreted by members of the visiting team are "capsuled" in the following:

10.1 Strengths

10.1.1 Project staff and cooperating University, public school and business/industry personnel

10.1.2 A carefully thought out operational procedure, utilizing advisory personnel in its development and implementation

10.1.3 Well thought out forms for use by personnel involved in providing on-going appraisal, and "evaluation conferences"

10.1.4 A workable and exceedingly well-received "experimental" arrangement whereby a university instructor "substituted for" a public school teacher (a project participant) in facilitating significant visitations for that participant

10.1.5 The rapport established by project staff with the public school and business/industry representatives

10.2 Limitations or areas in which further attention is indicated

10.2.1 The "tight" time schedule resulting from the late date of becoming operational

10.2.2 Difficulties anticipated and experienced in local schools with respect to availability of suitable substitutes to cover (teach) classes while participants were released for "significant experiences"

10.3 Perceived changes in behavior attributable to the project

10.3.1 Improved image of a University whose staff is willing to step into a "real world" experience (teaching public school classes)

10.3.2 Growing realization of the advantages of diversified in-service growth experiences combining academic credit, on the job ("hands on") business/industry and appropriate visitation and conference participation while in a position to relate benefits gained immediately to high school classes that the participants teach

10.3.3 An industrial "house organ" (the Caterpillar BLADE) viewed the involvement of a public school teachers in on the job "hands on" experience in industry as significant enough to feature the project in an issue

10.4 Recommendations

10.4.1 Continuation and enlargement of this project is highly recommended with at least six months "lead time" provided for similar projects being implemented elsewhere

10.4.2 A log (no carbon required multiple copy) form should be designed for use by project participants with provision for review by on-site supervisers, school officials and university project staff. Such would facilitate "feedback" communications of more immediate nature, thereby assuring appropriate procedures as indicated

10.4.3 Guidance personnel in the various schools should be involved

10.4.4 Arrangements should be made for presentations by project personnel in meetings involving guidance personnel, school administrators, and school board members

10.4.5 Follow-up studies to determine "lasting benefits" and benefit from "reflections" of those involved

10.4.6 The facilitating of University personnel becoming involved in public school activities, including teaching, is fraught with benefits and is thus highly recommended

IN-SERVICE WORK EXPERIENCE INTERNSHIP PROGRAM FOR OCCUPATIONAL EDUCATION

Robinson, Illinois

A. Local Education Agency (L.E.A.)

Problems encountered:

1. Locating qualified substitute for release time of participant. Solution: Check registry of Superintendent of Educational Service Region for names of qualified substitutes. Interview and establish a list of acceptable substitutes. Employ substitutes at least one day prior to date needed for purposes of orientation to the class by the participating teacher. Participating teacher prepare thorough instructional materials and procedures to aid the substitute. Qualified vocational teachers are rare. Recommend use of local laymen who may qualify for Vocational Provisional Certificate.

2. Continuing teacher situations are interrupted and are difficult to delegate to a substitute teacher. Solution: Prepare teaching units that would terminate on date participant would enter into the in-service job. Participant work with substitute at least one day prior to entering into in-service job. Substitute would submit an instructional unit to consume the scheduled time of the teacher's absence. Participant could be placed on Summer, Christmas, or Easter extended contract for time of in-service training which would eliminate the need for substitute, thereby reducing cost of program.

3. Calendars of events and activities are oft-times adversely affected. Solution: Select time of in-service to lessen interference with clubs, contests, and other school activities. Early scheduling of extra-curricular with in-service activities should eliminate most problems.

4. Time allowed for personal experience seems too limited. Solution: The work-station should be investigated thoroughly to discover areas of experience. Many Vocational Teachers may need only eight to sixteen hours where most Cooperative Coordinators may need as much as eighty hours to experience a broader scope of various jobs on more than one work station. Time on a work station should be coordinated between teacher and officials of company to ensure broader experiences.

5. Administrators would favor this effort if it was available for all teachers rather than just Vocational Teachers. Solution: Administrators should be involved in all the planning of the total program. Administrators should present proposals to their Boards of Education to simultaneously involve all other teachers. It is important for all teachers to become familiar with business and industry to understand how their particular field of teaching is affected by local business and industry. Administrators should be required to visit the training station to observe the teacher's activities and evaluate it's benefits to the students.

6. Seasonal problems of employers prevent little or no participation at that time. Solution: Good planning with the employer by the teacher should help prepare a schedule which would prevent many seasonal problems.

7. Board policy may not allow or grant credit for the teacher for advancement on salary schedule, where teachers are required to report so many credit hours of professional training for a specified period of employment. Solution: Credit for experience should be arranged through a University or College so that Boards of Education can justify accepting the credit toward advancement on salary schedule or to meet Board credit requirements.

8. Teachers participating who have to leave the district, county, or the state to locate training stations may have difficulty in receiving Board of Education subsidy for expenses incurred. Solution: Reimbursement for travel - out of the district - should be provided to the participant. It should be expected that a participating teacher would find work stations within the district involved. However, in some cases it may be necessary for the teacher to find work stations out of the district in order to avail themselves of the best situations for training.

9. General Education teachers should be informed of the program and its possible future effect on them in order to get their acceptance and cooperation with Vocational Teachers. Solution: Acceptance of the program for Vocational Teachers by General Education Teachers is vital. A thorough explanation of the program and its possible effect on other teachers should be given both to school faculty and to the general public. Some similar type of "in-service" release time should be provided for all teachers.

10. Participation in extra-curricular activities may require after-hours services of the substitute teacher because of the participating teacher's duties and time schedule on the "in-service" job. Solution: Vocational Teachers who sponsor clubs and other activities should have to continue those activities during the release time. However, should the activity interfere with the "in-service" training, the substitute should be fully informed and prepared to fill in for the teacher.

11. Seasonal or irregularly scheduled activities, curricular or extra-curricular, of the participating teacher may cause the "in-service" training to be intermittent rather than continuous. Solution: Seasonal aspects of a work station can work to the advantage of the participant. Many new or different activities occur during seasonal sales, production, or service periods (Christmas, Easter, etc.). Scheduling should be arranged so that the participant may experience both the normal and the seasonal aspects of the job.

12. Labor union policies or contracts plus company personnel policies may disrupt or delay the beginning date or cause early termination of the in-service agreement. Solution: Delays, terminations, disruptions, etc., of the training situations can be generally prevented or kept to a minimum by approaching the Union official with a good explanation of the program. It may be necessary to secure a temporary work permit or other document to satisfy union contracts and agreements.

13. Workmen's Compensation and other employee benefits may cause some concerns and/or prevent participation. Solution: A participant should not replace a regular worker, even for a short period of time. A participant should not be paid by the work station. Therefore, if it is understood that the teacher is to observe more than produce, there should be no problems. Actual hands-on activities should be encouraged for the teacher but not in the capacity of making a product, providing a service, or contributing to the out-put of the business or industry.

B. Values of Experiences:

1. For the new teacher in a Community, becoming acquainted with business and industry in the Community.

2. For the established teacher, becoming reacquainted with local businesses and industries and of changes and new methods being used.

3. Technology has produced new tools, methods, and processes. This would allow any teacher to be up-dated on advances in these areas.

4. Determine the extent of revision of the "work ethic" as society changes and values of training and employment are also changed.

5. Determine how school equipment, tools, etc., which are different than in industry, can be used to achieve the results industry expects.

6. Establishes rapport with laymen for assistance in future program planning.

7. Allows teachers to associate with craftsmen so that an exchange of ideas can benefit the teacher's effect on his students.

8. Affords the teacher the opportunity to observe, firsthand, changes which may reflect new skill needs in school training.

9. Allows the teacher the opportunity to participate in relationships between employees and between employers and employees.

10. Helps the teacher to see the impact and importance of every aspect of the business and industry from raw materials through management, productions and sales. Most school systems have fragmented programs, not coordinated enough to teach the importance of the overall picture of business and industry.

11. Provides a ready source of field trips for information on business and industry that is not taught in the school.

12. Provides a broad field of resource people for guest lecturers, programs, etc.

13. Gives the teacher an opportunity to get assistance in recommending new tools and equipment for the school.

14. Recognizing the needs of industry for the types of workers not now being trained.

15. Presents the teacher an opportunity to suggest possible changes tc the business or industry which may be helpful in working with new or recent graduates.

16. Suggest or volunteer "in-service" training programs to the business or industry in which the teacher may participate.

17. Gives the teacher more specific examples of the aspects of "The World of Work."

18. In Cooperative Education, it definitely affords the Coordinator an opportunity to establish training stations for his students.

19. Much information can be gathered to assist the Cooperative Coordinator in writing training plans and cooperative agreements.

20. Presents a ready source of printed information about the Company, its service or product for use in Related Study Classes.

21. "Getting out of the classroom," would encourage the teacher to expand the educational influence more into the students' homes and extra-curricular activities.

22. A reciprocal program of having businessmen and industrialists visit the school would further enhance the program's effectiveness.

23. Builds self-confidence in the teacher because he is knowledgeable of the total effort of "education for earning."

24. Prepares the teacher to present a true picture of all jobs as the employee must perform and react with other employees and management.

25. Evolve industrial techniques into teachnig techniques.

26. The greatest value is causing a closer association between industry, business, students, teachers, parents, and the Community for clarification and agreement as to the goals of education and the "World of Work."

C. Recommendations:

At the earliest possible date, establish a program of "in-service" for all vocational teachers in accordance with the results of this experimental effort.

A. Publish the results of this experiment for Boards of Education and Administrators to examine.

B. Recommend legislative action on the State and Federal level so that participation will become more universal.

C. Establish list of companies that would participate with colleges and universities on a broad based program statewide.

D. Inform DVTE of the tremendous value of this type of program and solicit financial and administrative assistance for statewide programs.

E. Investigate the possibilities of operating the program during the summer. This would eliminate many local administrative objectives such as substitute teachers, etc.

F. Offer the program through the auspices of a College, University, or DVTE and issue a certificate or credits which would be recognized by Boards of Education for advancement on the salary schedule steps.

G. Summer programs, when a substitute is not needed, may encourage a Board of Education to subsidize the teacher's pay during the training period.

H. Petition the DVTE for special recognition certificates or classification for the participating teacher.

I. The teacher should have release time within the first quarter of thc school year so that experiences can be of value immediately.

J. The university and DVTE should present certificates and/or plaques, etc., to participating businesses and industries for the assistance. Initiate local news releases, etc.

1. Title of Project: Third Party Evaluation of FY7[illegible] - DVTE 553 & 554 Cooperative Arrangements

2. DVTE Contract Number: PDT-A4-149

3. Project Director: Dr. Frederick P. Abel, Professor, Department of Educational Administration, Supervision and Curriculum

4. Agency: Western Illinois University

5. A[illegible]tract: An evaluation of FY 74 EPDA Cooperative Arrangement #8

   Title: In-service correspondence course development, Phase Two

   Institution: University of Illinois
   Urbana, Illinois

   Project Director: Rupert Evans

   Amount Obligated: $25,491

   Illinois Contract: PDT-A4-130

   Brief Description: Development of two new correspondence courses for in-service education of teachers of vocational/career education

6. Brief Narrative Description of the Activity

The Evaluation Project Director alone visited "on-site" with Dr. Rupert Evans, Professor of Vocational Technical Education and Principal Investigator; and Dr. Wayne Lockwood, Project Director, for explanations and the sharing of perceptions. In addition to providing an extensive collection of appropriate and related material, Project Director Lockwood accorded the evaluator the privilege of perusing correspondence between the "extension" students and the instructor. In addition, the evaluator was introduced to other personnel directly and indirectly involved in the activity, and was shown the "data bank" available to the Department of Vocational and Technical Education. This computerized memory bank facilitates the multi-faceted research and service as well as instructional enrichment activities for the department.

Names and addresses of participants along with "progress reports" were obtained for further use.

A copy of the evaluation instrument developed for this activity (See #8, Copy of Materials Developed for This Project) was mailed, with a covering explanatory letter and stamped return envelope to all eleven elementary teachers and to the seven vocational teachers identified as "participants". (Note: Thirteen of the eighteen persons returned the instruments as requested.)

A second visit with Project Director Lockwood about a month later provided an opportunity for further clarification on a few matters and for another "progress report."

7. Participants in the activity:

Dr. Frederick P. Abel, Professor of Educational Administration Supervision and Curriculum, Western Illinois University, Macomb, Illinois

Background: Former High School Principal, NCA and NCATE Evaluation Team Memberships and Former Dean of the College of Education, Western Illinois University

8. Copy of Materials Developed
(See attached instrument and covering letter)

FY 74 EPDA 553-554
EVALUATION

Directions:

Encircle the number alongside each question which best reflects your perceptions. If the question does not apply, or if you do not feel that you can respond merely proceed to the next item.

The first page, Section I, pertains presumably to all such projects generally. Section II addresses itself specifically to the objectives of this project. Section III provides an opportunity for you to indicate your perceptions better, more fully, or in another manner which could be helpfull to the project personnel.

Project #_____

Evaluation for DVTE
FY 74 EPDA 553-554

I. General Objectives
1 - Slight
2 - Cusory Some or Marginal
3 - Average
4 - Strong
5 - Extensive

Person Completing form
Director_____
Teacher_____
Learner_____
On the job supervisor
_____
Principal_____
Curric.Cood._____

Visiting Team D_____
A_____
TE_____
O_____

1.	To what extent is a degree of commitment on the part of local administration in evidence?	1 2 3 4 5
2.	To what extent do those involved demonstrate cohesive team effort?	1 2 3 4 5
3.	To what extent is there an active staff steering committee?	1 2 3 4 5
4.	To what extent is a citizen's committee functioning in an advisory capacity to staff?	1 2 3 4 5
5.	To what extent do leaders appear to have sufficient time to devote to leadership activities?	1 2 3 4 5
6.	To what extent are inservice research, training and evaluation activities in evidence?	1 2 3 4 5
7.	To what extent is open communications in evidence?	1 2 3 4 5
8.	To what extent are qualified consultants	
	(a) available?	1 2 3 4 5
	(b) utilized?	1 2 3 4 5

II. Objective Specific to this project

Please respond as best as you can to those parts that apply to you.

1. How many lessons have you completed?_____

2. For Elementary School Teachers - To what extent has each lesson:
2.1 helped you better understand what career education is?

1.	Lesson 1	1 2 3 4 5
2.	Lesson 2	1 2 3 4 5
3.	Lesson 3	1 2 3 4 5
4.	Lesson 4	1 2 3 4 5
5.	Lesson 5	1 2 3 4 5
6.	Lesson 6	1 2 3 4 5
7.	Lesson 7	1 2 3 4 5
8.	Lesson 8	1 2 3 4 5

2.2 helped you learn how to introduce career education into the elementary school?

1.	Lesson 1	1 2 3 4 5
2.	Lesson 2	1 2 3 4 5
3.	Lesson 3	1 2 3 4 5
4.	Lesson 4	1 2 3 4 5
5.	Lesson 5	1 2 3 4 5
6.	Lesson 6	1 2 3 4 5
7.	Lesson 7	1 2 3 4 5
8.	Lesson 8	1 2 3 4 5

3. For Vocational Teachers - To what extent has each lesson:
3.1 helped you know how to select materials and topics to include in your teaching?

1.	Lesson 1	1 2 3 4 5
2.	Lesson 2	1 2 3 4 5
3.	Lesson 3	1 2 3 4 5
4.	Lesson 4	1 2 3 4 5
5.	Lesson 5	1 2 3 4 5
6.	Lesson 6	1 2 3 4 5
7.	Lesson 7	1 2 3 4 5
8.	Lesson 8	1 2 3 4 5

3.2 helped you know how to present materials in your teaching?

1.	Lesson 1	1 2 3 4 5
2.	Lesson 2	1 2 3 4 5
3.	Lesson 3	1 2 3 4 5
4.	Lesson 4	1 2 3 4 5
5.	Lesson 5	1 2 3 4 5
6.	Lesson 6	1 2 3 4 5
7.	Lesson 7	1 2 3 4 5
8.	Lesson 8	1 2 3 4 5

II. Continued.

3.3 helped you know how to evaluate your pupil performance?

1.	Lesson 1	1	2	3	4	5
2.	Lesson 2	1	2	3	4	5
3.	Lesson 3	1	2	3	4	5
4.	Lesson 4	1	2	3	4	5
5.	Lesson 5	1	2	3	4	5
6.	Lesson 6	1	2	3	4	5
7.	Lesson 7	1	2	3	4	5
8.	Lesson 8	1	2	3	4	5

III. Summary Observations:

1. Comment briefly on what you perceive to be the major strengths of this project.

2. What extenuating circumstances (if any) seem to be influencing results of this project?

3. What do you perceive to be limitations (if any) of this project?

4. What changes (if any) in personal behavior have you noticed that you can attribute to this program?

5. What recommendations or suggestions do you have to offer with respect to this project?

9. Summation of the Evaluation Data Collected

Thirteen of the eighteen "participants" returned instruments as requested.

Three of the thirteen respondents indicated that they had not completed any of the lessons. One gave no reason, one stated that she "didn't have the time," and the third did not participate "...due to other commitments."

Of three respondents identified as elementary teachers, one had completed three lessons, one had completed six and one had completed all eight lessons.

Of the five identified as vocational teachers two reported that they had completed six lessons and three stated that they had completed all eight lessons.

Two others who could not be identified as either elementary or vocational teachers, but who presumably were elementary teachers, responded in such a manner as to indicate that they had completed all eight lessons of both courses (one for elementary teachers and the other for vocational teachers).

Although the number of participants was small (and to a considerable extent were "selected" to be part of a pilot study) the responses tended to be favorable to very favorable on each of the items. This suggests success in realizing the objectives of the project.

Those who responded also went to extra effort in writing comments in the "open end" (III. Summary Observations) section of the evaluation instrument. These written comments are encorporated into the "Judgments and Recommendations Covering This Activity" section which follows.

10. Judgments and Recommendations Concerning This Activity

10.1 Strengths

10.1.1 Clearly, the commitment on the part of Project Director Lockwood to personalize and humanize the courses taught by correspondence was exemplary

10.1.2 The rapport developed between the students and instructor assured success that exceeded what might normally be expected

10.1.3 The speed with which lessons submitted were corrected and returned conduced the rapport referred to in 10.1.2. above

10.1.4 The need to be met by this means for persons who could not, or could only with difficulty, pursue appropriate and meaningful in-service activities is significant

10.1.5 The ability of a large complex University to accommodate these students' needs is indeed noteworthy

10.1.6 The persuasive powers of project personnel in overcoming institutional procedures which tend to preclude such unprecedented departure from tradition is a significant strength in this project

10.1.7 Institutional investment of resources to develop new courses is unusual. This is indeed a unique feature of this project. Typically, staff members are expected to generate new courses while carrying a full load.

10.1.8 The on-going self evaluation built into the project and the resources available to the department will doubtless yield a final report that will be worthy of careful consideration by DVTE and other review bodies

10.1.9 The possibilities for credits earned by students by means of correspondence being acceptable by transfer to degree programs in other institutions should be good, thus enhancing additional degree work as well as professional growth

10.1.10 The opportunity for teachers to earn credits for advancement on salary schedules is significant for the participants and could well inspire them to continue to grow professionally

10.2 Extenuating Circumstances

10.2.1 The late start (because of project funding) and the uncertainty for awhile as to graduate credit being awarded no doubt tended to discourage some who might otherwise have participated

10.2.2 The fact that the lessons for each course were being developed as the project proceeded created some logistics problems

10.2.3 The limited number of participants, the limited time available, and the "Hawthorne Effect" combine to suggest that additional attention be given to evaluating this project over a longer period of time

10.3 Limitations or areas where attention is indicated

10.3.1 Limited accessibility to supplementary library and other materials tended to limit the exposure of students to text or materials mailed by the instructor

10.3.2 Some participants thought the expectations were heavy for the amount of credit earned

10.3.3 The text tended to "generalize", and/or "theorize" and thus not address itself to some of the specifics of a discreet area

10.3.4 No direct contact with instructor

10.4 Changes in personal behavior attributed to the project

10.4.1 Teachers reported more extensive use of instructional aids (audio-visual, etc.) as a result of lessons

10.4.2 Teachers reported improved attitudes of pupils (as a result of teaching procedures developed as part of lessons)

10.4.3 Teachers reported that teaching became "more rewarding"

10.4.4 Made teacher more aware and committed to relating curricular experiences to the community and "future job market demands."

10.5 Recommendations

10.5.1 The frequency with which mention was made of heavy expectations for credits earned would suggest that this matter be studied carefully

10.5.2 A complete course outline available at the outset will doubtless help alleviate some of the uncertainty among participants over "what was next"

10.5.3 The staffing of correspondence courses with personnel committed to immediate attention to correcting, identifying with students by humanistically inclined commentary, and immediate returning of lessons is clearly indicated

10.5.4 The possibilities of awarding graduate credit by means of correspondence courses might serve additional unmet needs

1. Title of Project: Third Party Evaluation of FY74 DVTE 553 & 554 Cooperative Arrangements

2. DVTE Contract Number: PDT-A4-149

3. Project Coordinator: Dr. Frederick P. Abel, Professor of Educational Administration, Supervision and Curriculum

4. Agency: Western Illinois University

5. Abstract: An evaluation of EPDA Cooperative Arrangement #9

   Title: Principles of career education for principals

   Institution: Western Illinois University
   Macomb, Illinois

   Project Director: James Conley

   Amount Obligated: $9,057

   Illinois Contract: PDT-A4-132

   Brief Description: In-service program for elementary principals to present the concept of career education and the Illinois model of a sequential career education program for all students

THE PRINCIPALS CAREER AWARENESS WORKSHOP

Workshop Number 1
May 7, 1974
Board Office, Board Room
1900 West Monroe Street
Springfield, Illinois

Workshop Number 2
May 8, 1974
Main Lodge
Pere Marquette State Park
Grafton, Illinois

Workshop Number 3
May 9, 1974
Lab School Auditorium
Eastern Illinois University
Charleston, Illinois

Workshop Number 4
May 10, 1974
Room 138 - Auditorium
John A. Logan College
Carterville, Illinois

Workshop Number 5
May 14, 1974
Little Theater
Sauk Valley College
Dixon, Illinois

Workshop Number 6
May 16, 1974
Educational Facility Center
223 North Michigan Avenue
Chicago, IL

Workshop Number 7
May 17, 1974
Sharko's Restaurant
1 West Roosevelt
Villa Park, Illinois

SCHEDULE OF ACTIVITIES

8:30-9:00 a.m.	Registration
9:00-9:40 a.m.	Introductions to Career Education Film: "Career Education"
9:40-10:30 a.m.	Session I
10:30-10:50 a.m.	Break
10:50-11:40 a.m.	Session II
11:40-1:00 p.m.	Lunch
1:00-2:00 p.m.	Presentation of Area Career Awareness Project
2:00-3:15 p.m.	Small group discussions during this time. Participants will work with consultants on individual questions and concerns

During each session I and II, there will be four programs running concurrently. Principals may select those programs which are of greatest individual concern.

6. Brief Narrative Description of the Activity

An "on site" visitation during one of the series was possible at only the last workshop held at Sharko's Restaurant at Villa Park, Illinois, on Friday, May 17, 1974. Prior to that several conferences with the workshop director were held, copies of the materials and format were obtained and perused. An evaluation instrument (see copy in Section #8, Copy of Materials Developed) was designed to determine the extent to which participants believed that objectives had been or were being realized.

Comments of six workshop participants who remained at the workshop site upon conclusion of the afternoon session were generally quite favorable. A subsequent conference with the Project Director illicited comments to the effect that participant behavior and apparent reactions were comparable to previous sessions. His perceptions were that the workshop objectives had been realized successfully in all seven sessions despite the fact that they had occurred during the very busy time (end of the year) for building principals.

The names and addresses of all who had participated in the seven workshop sessions were obtained, and twenty-names were randomly selected to receive an evaluation instrument. The procedure in determining the selection was as follows: Every fourteenth name on the alphabetized lists of participants beginning with the Grafton session on May 8th (the 2nd in the series) and proceeding through the five which followed, and finally the Springfield session (the first one held) was selected. In this way it was possible for at least two participants to be chosen from each of the smaller sessions (18 to 23 in attendance); three were identified from two sessions attracting forty-one and forty-nine persons; and four from the two larger sessions involving fifty-two and sixty-one educators. It was assumed that this random sample would be representative of each of the sessions and of the entire workshop effort.

A covering letter (see sample in section 8) and self-addressed, stamped envelope accompanied each instrument.

Eleven of the twenty persons receiving the materials returned the instruments. Only five of those responding used the "open end" Section III "Summary Observations" part of the instrument to share ideas and opinions with respect to the effectiveness of the workshop session they attended and most of these reflected the "time of the year" aspect. The comments did reflect, however, an intention to incorporate ideas presented during the workshop into their schools' activities during the 1974-75 school year.

7. Participants in the activity:

Dr. Frederick P. Abel, Professor of Educational Administration Supervision and Curriculum, Western Illinois University, Macomb, Illinois

Background: Former High School Principal, NCA and NCATE Evaluation Team Memberships and Former Dean of the College of Education, Western Illinois University

8. Copy of Materials Developed
(See attached instrument and covering letter)

FY 74 EPDA 553-554
EVALUATION

Directions:

Encircle the number alongside each question which best reflects your perceptions. If the question does not apply, or if you do not feel that you can respond merely proceed to the next item.

The first page, Section I, pertains presumably to all such projects generally. Section II addresses itself specifically to the objectives of this project. Section III provides an opportunity for you to indicate your perceptions better, more fully, or in another manner which could be helpfull to the project personnel.

Project #_____

Evaluation for DVTE
FY 74 EPDA 553-554

I. General Objectives
1 - Slight
2 - Cusory Some or Marginal
3 - Average
4 - Strong
5 - Extensive

Person Completing form
Director_____
Teacher_____
Learner_____
On the job supervisor
_____
Principal_____
Curric.Cood._____

Visiting Team D_____
A_____
TE_____
O_____

1.	To what extent is a degree of commitment on the part of local administration in evidence?	1 2 3 4 5
2.	To what extent do those involved demonstrate cohesive team effort?	1 2 3 4 5
3.	To what extent is there an active staff steering committee?	1 2 3 4 5
4.	To what extent is a citizen's committee functioning in an advisory capacity to staff?	1 2 3 4 5
5.	To what extent do leaders appear to have sufficient time to devote to leadership activities?	1 2 3 4 5
6.	To what extent are inservice research, training and evaluation activities in evidence?	1 2 3 4 5
7.	To what extent is open communications in evidence?	1 2 3 4 5
8.	To what extent are qualified consultants	
	(a) available?	1 2 3 4 5
	(b) utilized?	1 2 3 4 5

II. Objectives specific to this project

1. To what extent has this experience added to your commitment to the career education concept? 1 2 3 4 5

2. To what extent has this project increased your awareness of available curricula and materials on Career Education? 1 2 3 4 5

3. To what extent were means for incorporating career awareness into school curriculum demonstrated? 1 2 3 4 5

4. To what extent have you become informed of the availability of DVTE reimbursement programs? 1 2 3 4 5

5. To what extent have you become informed of the services available at the Illinois Curriculum Materials Center? 1 2 3 4 5

III. Summary Observations:

1. Comment briefly on what you perceive to be the major strengths of this project.

2. What extenuating circumstances (if any) seem to be influencing results of this project?

3. What do you perceive to be limitations (if any) of this project?

4. What changes (if any) in personal behavior have you noticed that you can attribute to this program?

5. What recommendations or suggestions do you have to offer with respect to this project?

9. Summations of the Data Collected

9.1 Major "strengths" attributed to the workshop sessions were:

9.1.1 New awareness occurred of what was "going on" in career awareness in "this area" and throughout the state

9.1.2 New approaches of helping meet the needs of individual pupils "not interested in present programs" were presented

9.2 Extenuating Circumstances

9.2.1 The time of the year -- preoccupation with completing the year

9.2.2 Concern that this may be just another "fad"

9.2.3 The climate of uncertainty in so many aspects of our nation and society tends to "insulate" persons

9.3 Limitations

9.3.1 Apprehension over financial aspects of school operation in school districts

9.3.2 Fear of "change", ""more work" on the part of fellow teachers

9.3.3 Some doubt as to those in attendance having the needed "change agent" capabilities to overcome teacher "indifference"

9.4 Changes in personal behavior attributable to the project

9.4.1 We are more "readily accepting people in the classroom who are non-professional" (sic); i.e. "exterminators, telephone installers, carpenters, meat cutters and line men"

9.4.2 Greater awareness of things to do and ways of doing them to improve experiences for pupils

9.4.3 "Enthusiasm of staff to participate in development of Career Education Curriculum"

9.5 Recommendations

9.5.1 More examples of "how to do it" would be helpful

9.5.2 Identification of where significant things are being done so that on-site visitations could be arranged would help

9.5.3 Presentation of these ideas and procedures to meetings attended by teachers (local, regional and state) to reinforce administrator "encouragement" could help overcome teacher reluctance to try "new approaches"

10. Judgments and Recommendations concerning this activity

The limited amount of "hard evidence" available makes thorough evaluation of the effectiveness of this project impossible. It would appear safe to conclude, though, that some, a goodly number of principals who attended these workshop sessions were inspired to think about career implications for the youngsters in schools for which they are responsible and some actually introduced activities during the 1973-74 school year. More plan to follow-up more next year, and work more closely with teachers in curriculum revision activities toward the end of implementing the "Illinois Model"

10.1 It is recommended that periodic follow-up inquiries be sent to the people who participated in these seven workshop sessions to renew their acquaintance and to ellicit reports on their accomplishments

10.2 Further acquaintanceship with the Illinois Curriculum Material Center is clearly indicated

10.3 Presentation by DVTE personnel and others they would select at local, regional and state meetings of teachers, guidance workers, administrators and school board members should be arranged in order to foster more widespread awareness of the "Illinois Model" for Career/Occupational Education